



The SHAW

Catalog Issue
1977-1979

UNIVERSITY
BULLETIN



NOTICE

The University reserves the right to, without notice, add, amend, or repeal any of its regulations, rules, policies, resolutions, fees, curricula, courses, and rules of procedure as stated in the catalog, in whole or in part, at such time as it may choose. All statements in this publication are announcements of present policies only and are subject to change at any time by proper authority without prior notice.

The University reserves the right to change admission requirements or to refuse to grant credit or a degree if a student does not satisfy the University, in its sole judgement, that requirements have been satisfactorily met by the student.

While every effort is made to provide accurate and up-to-date information, the University reserves the right to cancel courses due to limited resources or facilities or the unavailability of faculty or insufficient enrollment.

NON-DISCRIMINATION POLICY

Shaw University, in compliance with civil legislation, hereby asserts that it does not discriminate on the basis of race, color, national origin, religion, creed, sex, age or handicap, in its recruitment of and acceptance of students and in employment or educational programs and activities.

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by Anthony Christopher

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by H.B. Caple
and Anthony Christopher

The SHAW UNIVERSITY BULLETIN

Catalog Issue

1977-1979



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August, 1977

The Official Catalog of Shaw University,
Raleigh, North Carolina 27611



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FOREWORD

To all who will peruse this catalog, Greetings:

It was Epictetus, a Greek philosopher of the first century A.D., who noted with perceptiveness, "Man has declared that only the free man can be educated, but God has decreed that only the educated man can be free."

The major objective of education at Shaw University is to lead a community of scholars into contact with those truths that set men free. We believe that one who seeks truth discovers *knowledge*, builds *character*, practices *justice*, and finds *liberty*. In short, he becomes a free man.

There are two categories of people in our community of scholars who are questing for the truth: the students and the faculty/administrator - categories - not classes! In the quest for truth students teach as well as learn and faculty/administrators learn as well as teach.

We welcome all who will to join us in the glorious experience of truth-seeking, as students, as faculty/administrators, or as supporters/friends of the institution. We implore you to remember that the liberating truth which we seek comes through training the heart as well as the head, developing morality as well as mentality, disciplining the emotions as well as the intellect. Simply put, "The purpose of life is the quest for truth."

It is our aim at Shaw to move toward a fulfillment of that purpose.

Sincerely yours,
John W. Fleming
Interim President

DIRECTORY

For further information and prompt attention, inquiries in specific areas should be addressed to the appropriate office at Shaw University, Raleigh, North Carolina, 27611.

General Information and University Policy	The President 755-4920
Academic Affairs	Vice-President for Academic Affairs 755-4830
Admissions	Director 755-4851
Alumni Relations	Director 755-4901
Athletics	Director 755-4978
Bookstore	Director 755-4967
Business and Financial Affairs	Director of Fiscal Affairs 755-4813
Career Counseling and Placement	Counseling Center 755-4820
Center for Alternative Programs of Education (CAPE)	Director 755-4905
Development	Director 755-4935
Division of Administrative and Urban Sciences	Chairperson 755-4897
Division of Humanities and Arts	Chairperson 755-4842
Division of Natural and Physical Sciences	Chairperson 755-4992
Division of Teacher Education	Chairperson 755-4815
Financial Aid	Officer of Financial Aid 755-4852
Housing	Director 755-4818
Medical	Health Center 755-4911
Public Relations	University Relations 755-4900
Records, Registration, Certification Requirements	Registrar 755-4944
Religious Life	Director 755-1864
Research and Evaluation	Vice President for Research 755-4926
Student Affairs	Director 755-4843

OFFICE HOURS

Administrative offices are open daily from 8:30 to 12:30 and 1:30 to 5:30 p.m., Monday through Friday, except on legal holidays. The University telephone is Area Code 919, 755-4800.



UNIVERSITY CALENDAR 1977 - 78 FALL SEMESTER 1977

AUGUST

- 14 Residence Halls open for new students
- 15 Orientation for new students begins and financial clearance for new students A-J
Placement testing for students K-Z
- 16 Financial clearance for new students K-Z
Placement testing for students A-J
Faculty Pre-School Conference
- 17 Placement testing ends
- 19 Academic registration for new students
- 21 Residence Halls open for returning students
- 22 Registration and financial clearance for returning students K-Z
- 23 Registration and financial clearance for returning students A-J
- 24 Classes begin
Late registration starts

SEPTEMBER

- 2 Late registration ends
- 5 Labor Day - Holiday
- 6 Last day to add a course
- 16 Fall Opening Convocation
Last day to apply for December graduation
- 20 Last day to withdraw and receive partial tuition refund
- 23 Last day to drop a course without a grade

OCTOBER

- 21 Last day to remove incomplete grades
Mid-semester progress report

NOVEMBER

- 1 Coronation of Miss Shaw
- 4 Founder's Day Observance
- 5 Homecoming
- 24-27 Thanksgiving Recess
- 28 Classes Resume

DECEMBER

- 7 Last day of classes
- 8 Reading Day
- 9-13 Final Examinations
- 14 Fall semester ends for students

JANUARY

SPRING SEMESTER 1978

- 15 Residence Halls open for all students
Orientation for new students
- 16-17 Registration and financial clearance
Placement testing for new students
- 18 First Day of Classes
Late registration begins
- 26 Late registration ends
- 27 Last day to add a course
- 31 Last day to apply for May Graduation

FEBRUARY

- 14 Last day to drop a course without a grade
Last day to withdraw and apply for partial tuition refund
- 19-22 Religious emphasis week

MARCH

- 10 Last day to remove incomplete grades
Mid-semester progress reports
- 20-27 Spring vacation
- 28 Classes Resume

MAY

- 1-3 Examinations for prospective graduates
- 3 Last day of classes
- 4 Reading Day
- 5-10 General Examinations
- 12 Spring semester ends
Senior Banquet
- 14 Graduation



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SHAW UNIVERSITY



GENERAL INFORMATION

INSTITUTIONAL MISSION

Shaw University is a small, coeducational, church affiliated institution historically committed to the education of those whose needs for training stem from educational and socio-economic deprivation. This commitment has motivated the institution's provision of a broadly-based education for those who, because of variations in the nature and degree of deprivation, are differentially prepared for college-level work. The University seeks to provide such education and skills necessary for further study, selected professions and vocations and for developing a well-rounded and integrated personality. The guiding philosophy of the instructional and support services of the curriculum program is that attention is directed toward the intellectual, physical, moral, social, and religious aspects of the student's life. These aspects are not separate and distinct entities in themselves, but characterize the person as a whole.

Thus, the current mission of the institution inheres in the provision of an educational program in which course participation, complemented by experiential learning, produces a student whose knowledge, understanding, appreciation, creativity, skills, attitudes of inquiry and independence of study aid in making adequate responses to contemporary life. Undergirding this is the assumption that those admitted to study by Shaw University will seek to achieve the aforementioned attributes. Differential preparation at the time of entry is supported by differential programming aimed at producing students capable of making adequate choices and responses in their intellectual, professional, vocational and personal lives.

Basic core courses required of all students, and competences in a special field of study selected as a major, are the means by which the student is expected to secure the knowledge, attitudes and skills needed for a chosen field of study.

Consistent with the preceding mission, the university community has developed the following major goals which serve as a guideline for all institutional programs and activities:

1. To recruit and maintain a diverse student body with different mixtures according to age, racial, ethnic and socio-economic strata, academic skills, and geographic regions.
2. To offer traditional and innovative educational programs through which students may be aided in their further academic, intellectual, cultural and character development.
3. To provide specialized educational programs for all students who enter with correctible deficiencies in any of the basic coping skills, including reading, writing, mathematics, and speech.
4. To provide an integrated and comprehensive student counseling, advisement, and career placement service.
5. To provide educational development opportunities in order to strengthen

and broaden the capabilities of faculty and staff.

6. To continuously secure and manage resources which will enable the University to maintain, improve and expand current programs and facilities.
7. To maintain a planning, management, and evaluation system which will enable the faculty, student body, and staff to continuously improve the educational process at the University.

HISTORICAL STATEMENT

On December 1, 1865, Henry Martin Tupper, of Monson, Massachusetts, assembled a class of freedmen in a room of the old Guion Hotel, located in the Capitol Square area of Raleigh, North Carolina.

Tupper's announced purpose for the class was to provide instruction in the Bible in order that these freedmen might become leaders and establish churches, conventions, and associations to carry on the work of the Baptist church. As this class grew in size it formed the basis for the organization of a school, the RALEIGH INSTITUTE, which became a part of a church-school complex erected in 1866 out of funds provided by the New England Freedman's Aid Society and Tupper's savings from his Civil War service.

In 1870, the school was relocated on the Daniel Barringer estate facing East South Street, and purchased for \$13,000. The purchase was made possible through Elijah Shaw, a woolen goods manufacturer of Wales, Massachusetts, who contributed \$5,000, the Freedman's Bureau which gave \$4,000, and solicitations made by Tupper himself in the amount of \$4,000. The school erected on this site became known as the SHAW COLLEGIATE INSTITUTE.

In 1875, it was incorporated as THE SHAW UNIVERSITY, named for its principal benefactor, Elijah Shaw. The character of the school indicates its establishment with respect to race, creed, or sex. It has been church-related and coeducational from its inception. The first college class was graduated in 1878.

In 1881, the university established the Leonard Medical School, the first four-year medical school in the nation. This medical school was followed by the establishment of a law school in 1886, and a school of pharmacy in 1891.

In March 1894, four months after the demise of Tupper, Charles Francis Meserve became president and remained at the helm until 1919.

In 1918, as a result of inadequate financial resources, the schools of medicine, law, and pharmacy were closed.

When Joseph Leishman Peacock became president in 1920, the major emphases of the university were expressed through the School of Theology

and the College of Arts and Sciences. These emphases continued through 1971.

The University now views its educational program as a means of discovering and developing talent. It provides an opportunity for students to proceed toward their goal of a college education at a rate commensurate with their backgrounds, previous academic preparation, and potential for achievement. Students are helped to overcome basic deficiencies in subject matter or skills through prescribed programs of educational development.



THE UNIVERSITY TODAY

Shaw University, a private, Baptist institution located in Raleigh, the capitol of North Carolina, is situated on 15 acres of tree-covered, park-like grounds with buildings that are a colorful blend of the old and new. Twenty-three buildings are located on the campus. Among the nine buildings which have been completed since 1964 are the men and women's residences, the Student Union, Administration Building, Administrative and Urban Sciences building, the Speech and Hearing Clinic, and the Library/Learning Resources Center. Housed in the Library/Learning Resources Center is a well-equipped, modern radio station.

The campus is on the south edge of downtown Raleigh, adjacent to Raleigh Memorial Auditorium and the new Raleigh Civic Center complex. Students have easy access, therefore, to the shopping centers, city libraries, theatres and municipal centers. A variety of business, industry, government, cultural, entertainment, and spiritual activities enriches the educational efforts of the University. City, state, and community agencies provide students with an opportunity for involvement in various projects, while the residential aspect of Shaw provides a quiet academic life.

The city of Raleigh is served by the major airlines; Eastern, Delta, United and Piedmont; Greyhound and Trailways bus lines, and Amtrak, all within easy reach to and from the University. A variety of churches, physicians and health care centers are available and every effort is made to insure the welfare of all students.

Highly skilled educators of multiracial and polycultural origin make up the Shaw faculty. They represent more than fifty graduate centers of learning in America and abroad. Faculty members pursue truth and knowledge not only in the classroom, but in their own research and in informal dialogue, discussion, and interaction with students and with each other.

SHAW UNIVERSITY



GENERAL ACADEMIC INFORMATION

REGISTRATION

Students are expected to register within the dates set for registration in the University Calendar. It is to their advantage to register as early as possible in order to avoid denial of enrollment because of overcrowded classes or dormitories. Registration is not complete without the official approval of the Office of Records and Registration.

Students who complete their registration after the dates set will be assessed a late registration fee. Students who are registered late should consult their instructors regarding make-up work before completing registration.

Any changes made in a student's registration must have the official approval of the Office of Records and Registration and the student's academic adviser as well as of the instructors involved. A course may be added up to the tenth day after official registration. The University Calendar sets forth the dates before which a course may be dropped without academic penalty. In order to be valid, a drop and/or add form must be filed with the Office of Records and Registration within 48 hours of approval by a student's adviser.

Students withdrawing from the university must report to the Office of Records and Registration to comply with withdrawal procedure. Those who fail to comply with this procedure may receive failing grades in the courses for which they were registered.

Students desiring to enroll in courses at member institutions must complete the Interinstitutional Registration Form available at the Office of Records and Registration. All course work taken at other member institutions and completed with a "C" grade (or better) will be entered on the student's permanent record at Shaw and will be included in the grade average as computed in the Shaw University grading system.

PAYMENTS

All bills are payable on Registration Day. (Installment Plan available on request.) Bills are payable by cash, certified or cashier's checks, money orders. **NO PERSONAL CHECKS ARE ACCEPTABLE.** Total semester fees and charges are payable in full at registration. Any person, with the exception of persons on the College Work Study Program and University Work Aid, may select the installment plan. However, arrangements must be made with the fiscal officer for full payment at least one week before the final examination.

Mailing Payments

Persons mailing in payments due at registration for a semester must mail the payment in time to reach the university at least 15 days prior to registration. Please do not mail cash. Certified or cashier's checks and money orders are

acceptable. Make check or money orders payable to Shaw University and mail to:

The Business Manager
Shaw University
Raleigh, North Carolina 27611

ADMISSIONS

Any student seeking admission to Shaw University must secure an application from the Office of Admissions and return to that office the completed form, along with a non-refundable application fee of \$10.00.

FIRST-TIME COLLEGE STUDENTS

In addition to the application for admission, the materials which the student is required to submit include: a high school transcript, a health form completed by a physician, and a blood test report. The student should also submit SAT and ACT scores.

Official transcripts must be sent by the originating school directly to the Office of Admissions.

High school graduates applying to the regular university program should have no less than an overall grade-point average of "C" for grades nine through twelve and should have acquired fifteen (15) acceptable units of credit: English-4, Math-2, Science-2, and electives-7. Applicants who have not completed high school may be admitted when their preparation has been equated to that of high school graduates, as by G.E.D. scores.

A select number of students whose unit distribution varies from the above may be considered for admission. Each case will be reviewed individually.

An individual with an overall grade-point average of less than "C" for high school years nine through twelve may be granted conditional admission at the discretion of the Director of Admissions, in consultation with the Admissions Committee. To be admitted under these circumstances, the student must have demonstrated a strong desire to attend college (through recent academic performance) and may be requested to submit two letters of recommendation from his/her secondary school instructors, counselor, and/or principal. Students granted conditional admission are restricted to carrying thirteen (13) units during their first semester at Shaw and must maintain the prescribed minimum grade-point average to matriculate beyond their first term.

An international student must show evidence of having completed his/her high school work by presenting a copy of the high school grades and diploma along with the application for admission. The applicant must take and pass the

Test of English As A Foreign Language (TOEFL) (unless from an English-speaking country) and must provide the Office of Admissions with evidence that he/she is able to meet all school costs and living expenses for the duration of his/her studies.

TRANSFER STUDENTS

In addition to the application for admission, a transfer student must have an official transcript of all post-secondary studies sent directly to the Office of Admissions by the institution(s) attended. The applicant is expected to have maintained an overall grade-point average of "C" or better in previous college work. In cases where a "C" or better average has not been maintained, the applicant may be granted admission at the discretion of the Director of Admissions, in consultation with the Admissions Committee. A student admitted on probation is restricted to carrying thirteen (13) units the first semester at the university and must maintain a prescribed minimum grade-point average to matriculate beyond the first year.

TRANSFER OF CREDIT FROM ACCREDITED INSTITUTIONS

Shaw University accepts transfer credits from all accredited institutions of higher education. Students must have received grades of "C" and above in the courses in order to be accepted. An official transcript from the institution(s) previously attended must be sent directly to the Office of Admissions. No more than ninety (90) semester units of credit from an accredited senior college, and no more than seventy (70) semester units from an accredited junior college, may be accepted by Shaw.

INTERINSTITUTIONAL PROGRAM

Students who desire to take courses at other Raleigh college campuses may secure Interinstitutional Forms from the Office of Records and Registration. Students are encouraged to enroll in courses at these institutions only when the desired courses are not offered at the home institution. This form of five copies must be approved by the adviser, Vice President for Academic Affairs, and Director of Records and Registration. For further details see the section on Cooperating Raleigh Colleges.

ORIENTATION FOR NEW STUDENTS

Each semester, Shaw conducts an orientation program for incoming first-year and transfer students. It is designed to aid in their adjustment to college life. Each student is assigned an academic adviser at the time of registration.

CREDIT BY EXAMINATION

Through the College Level Examination Program (CLEP) and similar examinations, students may receive credit for subjects they have already mastered.

PART-TIME AND FULL-TIME STUDENTS

A part-time student is any student registering for 1 through 11 credit hours. The cost is \$67.50 per credit hour plus fees.

A full-time student is any student registering for 12 or more credit hours. Any student taking over 18 hours will be charged an additional \$67.50.

COST OF BOOKS AND SUPPLIES

Books and supplies are estimated to cost \$75.00 per semester.

TUITION

Tuition is adjusted according to the following scale:

All Tuition is Cancelled	1 - 5 Class Days
3/4 Tuition is Cancelled	6 - 10 Class Days
1/2 Tuition is Cancelled	11 - 15 Class Days
1/4 Tuition is Cancelled	16 - 20 Class Days
No Cancellation of Tuition	21 Plus Class Days

BASIC EXPENSE SHEET 1977 - 1978

	ON CAMPUS PER SEMESTER	OFF CAMPUS PER SEMESTER
Tuition	\$ 810.00	\$ 810.00
Fees	130.00	130.00
Room	201.50	—0—
Board	307.50	—0—
Insurance	11.50	11.50
	<hr/>	<hr/>
TOTAL	\$1,460.50	\$ 951.50
TOTAL COST ON CAMPUS PER YEAR		\$2,921.00
TOTAL COST OFF CAMPUS PER YEAR		\$1,903.00

INSTALLMENT PLAN**FIRST SEMESTER**

	ON CAMPUS	OFF CAMPUS
Registration	\$ 985.00	\$ 570.00
October 30	237.75	190.00
November 30	<u>237.75</u>	<u>190.00</u>
	\$1,460.50	\$ 951.00

SECOND SEMESTER

	ON CAMPUS	OFF CAMPUS
Registration	\$ 985.00	\$ 570.00
February 28	\$ 237.75	190.75
March 30	<u>237.75</u>	<u>190.75</u>
	\$1,460.50	\$ 951.50

CASH REFUND

If a student's adjusted account shows a credit after adjustment, a cash refund may be issued. This refund will be sent to the student within three weeks following the student's official withdrawal.

FINANCIAL AID

The factors of need and good citizenship are considered for all forms of financial assistance. The financial aid program is designed to provide financial assistance to qualified and deserving students who without it would be unable to attend or remain in school. All financial aid awards are renewable on an annual basis, and a new application must be filed each year. The amount of the stipend and form of aid may be modified according to changes in the recipient's need or academic status.

Any student who operates a motor vehicle on campus may be ineligible to receive any form of financial assistance from the university.

In order to be considered for financial assistance, a student must apply for admission to the university and complete all of the forms connected with his or her application. In addition, the student must also file the Financial Aid Form with the College Scholarship Service or the Family Financial Statement with the American College Testing Program. A separate application for financial aid is required for students seeking assistance for the summer session.

By one application, the student receives consideration for all the available types of financial assistance for which he or she is eligible, including scholar-

ships, loans, and work assignments. All students must file individual applications for the Basic Education Opportunity Grant Program (BEOG).

Applications for financial assistance and information concerning the overall program of financial aid at Shaw University may be secured from the Director of Financial Aid.

Financial assistance is designed to supplement when the student and the student's family are able to contribute toward the student's educational expenses. Assistance is provided through any one, or a combination of several, of the following:

DIRECT STUDENT LOAN. A student may borrow up to \$2,500 the first two years, with a maximum of \$5,000 for undergraduate study, and repay it quarterly at 3.0 percent interest after the student completes or terminates his or her education. The repayment and interest period begins nine months after separation. Borrowers in this program are required to have an exit interview with the Director of Financial Aid preceding graduation or other separation in order to establish a repayment schedule.

BASIC EDUCATION OPPORTUNITY GRANTS. Basic grants are available to students who began their post high school education after April 1, 1973, and who are attending college on a full-time basis. These grants are based on a federal formula which measures the ability of students' families to meet their education expenses. An "Application for Determination of Basic Grant Eligibility" must be submitted for the academic year for which the student is applying. This form may be obtained from institutions of post secondary education, high schools, public libraries, and other locations easily accessible to students. Students should complete the form in accordance with the instructions on the application. Within four weeks students should receive notification of their eligibility. The notification should be submitted to the student's school which will calculate the amount of the Basic Grant that the student is eligible to receive. The amount of award will be based on the student's determination of his or her eligibility, the cost of attendance at the student's school, and a payment schedule issued to all approved educational institutions by the U.S. Office of Education.

SUPPLEMENTAL EDUCATIONAL OPPORTUNITY GRANT PROGRAM (SEOG). The SEOG Program is one source of grant aid sponsored by the Office of Education. In order to be eligible for SEOG assistance, a student must demonstrate "exceptional financial need". "Exceptional financial need" means that a student's expected family contribution may not exceed fifty percent of his or her cost of education at the institution in which the student is enrolled or accepted for using a systematic and consistent need analysis system approved by the Office of Education. The minimum SEOG which may be paid a student is \$200 per academic year. The maximum SEOG a student may receive is \$1500 or one-half of the total amount of student financial aid provided by the institution, whichever is the lesser. SEOG must be "matched" by other sources of aid such as Basic Grants, NDSL, CWS, BIA Grants, State or private scholarships, etc. Therefore, students who receive SEOG assistance can

be assured that they will also receive at least an equal amount of aid from other sources.

ON AND OFF-CAMPUS STUDENT EMPLOYMENT. The university maintains the Federal College Work-Study Program and the University Work-Aid Program to assist students in paying part of their expenses through employment on and off campus. Under the College Work-Study Program, the employment may be part-time while a student is enrolled in classes or full-time during the summer. Students must assume full responsibility for applying funds earned through these programs to meet their university educational expenses.

STATE GUARANTEED LOANS. These loans may be secured through the bank in one's hometown in amounts ranging from \$1,500 to \$2,500 per year. In North Carolina, this program is under the College Foundation.

INSURED TUITION PAYMENT PLAN. The Richard C. Knight Insurance Agency offers the Insured Payment Plan, an interest-free plan which divides the university charges into monthly installments before the first tuition bill is due and ends a few months before the student graduates. The plan also carries provisions for extended payment. Low-cost term insurance is included so that, in the event of death or disability of the parent who pays the expenses, the student's educational expenses will be completed by the insurance.

SCHOLARSHIPS AND GRANTS-IN-AID. Merit Scholarships are awarded to students who are recommended by their high schools and who achieve satisfactory SAT scores. The scholarships vary in amount up to full tuition, and they are renewable each year provided high scholastic achievement is maintained. The university also provides a limited number of grants-in-aid for students whose circumstances indicate special consideration should be given. Other scholarships are awarded according to criteria set for each by the donor.

HOW TO APPLY FOR FINANCIAL AID

In order that we might serve you better, listed below are the necessary steps you must take to secure financial aid at Shaw University.

1. You must complete a financial aid application. All questions must be answered. If they do not apply, please indicate this.
2. You must complete a Parents' Confidential Statement and forward it to the appropriate regional office as indicated on the form. If you are an independent student you must complete a Student's Financial Statement. These forms are available at your local high school counseling center. If you cannot obtain one there, we will be happy to send you one upon your request.
3. All new students entering school for the first time or transferring after only one year at another institution are eligible for the Basic Educational Opportunity Grant. We at Shaw will not make a final decision on your aid package until we receive your Student Eligibility Report. To obtain this report you must file a B.E.O.G. application with the American

College Testing Program. A.C.T. will process your application and return the report to you. You must send us a copy of the report. We will then determine the amount of B.E.O.G. you are eligible for and send you an award letter indicating this and any other aid available to you. The B.E.O.G. form should be available to you at your high school or your Post Office in early spring. If you cannot obtain one from these sources, we will be happy to send you one upon request.

TYPES OF AID PROGRAMS AVAILABLE AT SHAW UNIVERSITY:

1. University Scholarships
2. Basic Educational Opportunity Grants
3. Supplemental Educational Opportunity Grants
4. National Direct Student Loan
5. College Work- Study Program
6. University Work-Aid
7. North Carolina State Grants (in-state students only)
8. Other sources of aid are various State Loans, State Scholarships, Veterans Benefits, Social Security, etc.

If you are an out-of-state student, we suggest that you apply for the aid programs in your state before applying for aid from Shaw.

It is important to note that when you file an application for financial aid, the one application is used to determine your eligibility for *ALL* aid programs (except the B.E.O.G.), according to the availability of funds. If you receive aid in an amount which is not sufficient to cover your total need, it is also the result of our not having sufficient funds allocated from the government.

DEADLINES FOR APPLYING FOR AID

Since awards are made in the spring of each academic year for the following fall and spring semesters, applications for financial aid must be filed by the following dates:

Returning students — February 1 of each academic year.

New, transfer, and readmission students — June 1 for any possible consideration; however, it is to the student's advantage to file as soon as possible.

At Shaw, it's important to us that every man or woman seriously interested in earning a college education has that opportunity. If money is the only barrier to your son or daughter's future talk with the people in our Financial Aid Office. For more information, write or call: Office of Financial Aid - Shaw University - 118 East South Street - Raleigh, N.C. 27611 - Telephone: (919) 755-4851 (ask for Financial Aid Office).

NOTICE OF NONDISCRIMINATORY POLICY AS TO STUDENTS

Shaw University admits students of any race, color, sex, national and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the school. It does not discriminate on the basis of race, color, sex, national and ethnic origin in administration of its education policies, admissions, policies, scholarship and loan programs, and athletics and other school administered programs.

ACADEMIC SCHOLARSHIPS AND AWARDS

INCENTIVE SCHOLARSHIPS. Awarded annually to two high-ranking students in the first, second, and third-year classes. In order to be eligible to receive these awards, the student must have demonstrated academic excellence, be loyal to the university life and spirit, and show evidence of need.

THE RENAISSANCE SCHOLARSHIPS. In commemoration of the one hundredth Anniversary of the university, full tuition scholarships for four years are awarded to outstanding high school graduates on the basis of rank in graduating class, special talents, and academic promise.

THE MARCELLA WOODS FORD SCHOLARSHIP. Provided by Beth Eden Baptist Church, Oakland, California, in honor of Mrs. Marcella Woods Ford and awarded annually to the deserving student on the basis of financial need, academic achievement, and loyalty to the university life and spirit.

THE ALICE HOWELL RIDLEY MEMORIAL SCHOLARSHIP. A renewable scholarship given annually to a junior female student by Dr. William H. Ridley, Jr. in memory of his mother, an "Estey Girl" who attended Shaw 1893-96 and graduated from the then called Teacher Preparation School of Shaw University, and taught in the public schools of Oxford, North Carolina until 1910. The scholarship is awarded on the basis of need, the awardee's prospects for success in elementary education, and other restrictions stipulated by the donor.

THE WILLIAM H. RIDLEY, JR. SCHOLARSHIP IN MATHEMATICS. A renewable scholarship awarded annually by Dr. William H. Ridley, Jr. to a junior male student, taking into consideration need, scholastic achievement, the awardee's prospect for a successful career in mathematics, physical sciences, or engineering, and designated restrictions set by the donor.

THE SINGLETARY REUNION CLUB SCHOLARSHIP. Awarded by the Singletary Reunion Club of Bladenboro, North Carolina to a deserving student from North Carolina, taking into consideration financial need, efforts at self-help, and personal initiative.

THE ADELAIDE S. KING SCHOLARSHIP. A partial tuition scholarship awarded to a student on the basis of need, scholarship achievement, and professional promise.

THE ALVIN M. BENTLEY FOUNDATION SCHOLARSHIP. Awarded on the basis of academic scholarship, taking into consideration character, leadership ability, social conscience, personal initiative, and potential professional competency.

THE DR. AND MRS. LORENZO M. ROBINSON AWARD. Awarded to a worthy student, preferably from Connecticut, giving special attention to financial need, personal commitment to Christian service, and contribution to the life and spirit of the university.

WSHA SCHOLARSHIP. Awarded to the student who has contributed significantly to the betterment, growth, and prestige of the Radio-TV-Film Department. This student must have demonstrated above average academic ability and professional promise.

THE DR. ELLEN S. ALSTON MEMORIAL SCHOLARSHIP. A perpetual scholarship awarded by Dr. Georgia A. Jones to a sophomore or junior female student based upon need, taking into consideration the nominee's commitment to a career in religion and contribution to the religious life of the campus community.

THE KITTIE N. CUMBO MEMORIAL SCHOLARSHIP. Initiated by the North Carolina Personnel and Guidance Association and maintained by the family of Mrs. Kittie N. Cumbo, the scholarship is awarded to a student for excellence in performance and potential for success as an elementary education teacher.

THE CATHERINE HUGHES WADDELL SCHOLARSHIP. A full tuition scholarship awarded annually to a student who is outstanding in scholarship, personal qualities, student activities and citizenship in the university community. Each recipient is designated the *Catherine Hughes Waddell Scholar*.

THE A.M. MOORE MEMORIAL PRIZE. Given annually by Dr. A.T. Spaulding to the student who through his/her efforts at self-help merits commendation for faithfulness in application to work responsibly, and for earnestness in the endeavor to secure a college education.

THE WENDELL C. SOMERVILLE SCHOLARSHIP. Awarded to the student who is most deserving taking into consideration financial need, scholarship, conduct and manifestation of a helpful influence in the development of a spirit of loyalty and service to the university.

THE BROOKS DICKENS MEMORIAL AWARD IN EDUCATION. Given by Mrs. Alma West to the senior who excels in the field of education.

THE CLIFFEIOUS BROCK SCHOLARSHIP. Awarded to students from designated counties in North Carolina on the basis of academic achievement, financial need, and contribution to the university community.

THE JOHN W. WINTERS ACADEMIC EXCELLENCE AWARDS. Given annually to the students who have achieved the highest academic distinction in fields of major study.

THE F.C. WEST AND R.A. WYCHE MEMORIAL SCHOLARSHIP AWARD. A partial tuition scholarship given annually to the student who best exemplifies the Christian principles of the founder of Shaw University, Dr. Henry Martin Tupper. The recipient must be a rising junior and have an above-average academic record. Given in honor of the parents of Dr. and Mrs. G.L. West.

THE DR. CHARLES CALVIN SMITH MEMORIAL SCHOLARSHIP. Awarded

annually in memory of the late Dr. Charles Calvin Smith, a graduate of The Shaw University of Pharmacy, who enhanced the principles of Shaw University by living a life of service as a churchman, as a civic leader, and as a participant in the affairs of his community.

THE W.C. LAWRENCE SCHOLARSHIP. Awarded annually in memory of the late W.C. Lawrence to a deserving student who possesses academic promise.

THE J. MILTON NEWMAN SCHOLARSHIP. Awarded annually in memory of the late J. Milton Newman on the basis of financial need and scholarship.

THE READER'S DIGEST FOUNDATION SCHOLARSHIP. Awarded on the basis of demonstrated continued scholastic growth, participation in civic and cultural affairs, and overall contribution and service to the university community.

THE CARY D. JACOBS FELLOWSHIP. Awarded annually to a graduating senior for advanced study in the field of law.

THE JAMAICA SAVINGS BANK SCHOLARSHIP. This scholarship is given annually by the Jamaica Savings Bank to a student from the New York area who is outstanding in scholarship and personal qualities. Each recipient is designated "The Jamaica Savings Bank Scholar".

THE OSCAR S. BULLOCK MEMORIAL SCHOLARSHIP. Awarded annually to a student enrolled in the Urban Sciences or the Humanities and Arts who has demonstrated a serious commitment to a career in social, community, and human services. The recipient must have demonstrated the ability to perform on an above average academic level. The scholarship is provided from funds received from the Oscar S. Bullock Memorial Fund established by Dr. Nancy Bullock McGhee in memory of her father.

THE I.L. JOHNS SCHOLARSHIP. Awarded to young men of academic promise who are making a significant contribution to the university community, taking into consideration character, leadership ability, social consciences, personal initiative, and potential professional competency.

THE GULF OIL CORPORATION HONORS SCHOLARSHIP. Renewable scholarship awarded to a freshman, sophomore, junior, and senior. Each recipient must be a full-time student of proven scholastic ability and a United States citizen, must have demonstrated a potential for leadership, and must have selected a curriculum that will prepare him or her for a career in business.

THE GEORGE W. CODRINGTON FOUNDATION SCHOLARSHIP. Awarded to a student from the greater Cleveland, Ohio area, taking into consideration academic promise, service to the community, character, and personal initiative.

THE DOROTHY MAY HAITH SCHOLARSHIP AWARD. Given annually to a student who exemplifies industriousness and possesses good character and

scholarship, an amiable personality, and leadership ability.

THE ALPHA THETA OMEGA CHAPTER OF ALPHA KAPPA ALPHA SORORITY SCHOLARSHIP. Awarded to a worthy young woman who ranks high in scholarship and is a wholesome participant in the civic, cultural, religious, and social life of the university community.

THE IOTA IOTA CHAPTER OF OMEGA PSI PHI FRATERNITY AWARD. A scholarship awarded annually to the young man who best exemplifies manhood, scholarship, perseverance and uplift.

THE PHI LAMBDA CHAPTER OF ALPHA PHI ALPHA FRATERNITY AWARD. A scholarship awarded to a young man in the sophomore or junior class who exemplifies outstanding traits of character and unselfish service to the university, taking into consideration financial need and academic promise.

THE BETA LAMBDA SIGMA CHAPTER OF SIGMA GAMMA RHO SORORITY. An annual scholarship to the member of the Aurora Club who has the highest average.

THE DR. GEORGE A. AND MRS. ROSE W. NEWTON FUND. Provided to the student who has demonstrated exemplary concern for university development and is in need of financial assistance to complete his or her education, taking into consideration character and academic performance.

MERIT SCHOLARSHIPS

Merit scholarships, awarded to students of outstanding ability who are recommended by their high school and have achieved satisfactory SAT scores, vary in amounts up to full tuition and renewable each year provided high scholastic achievement is maintained.

Renaissance scholarships are awarded annually to two high-ranking students in the first, second, and third year classes.

Other scholarships are awarded according to criteria set for each by the donor.





SHAW UNIVERSITY



STUDENT LIFE

STUDENT LIFE

Shaw encourages its students to participate in those social and cultural activities which will best serve their needs. Students are encouraged to choose with some care from among the various activities so as to maintain a healthy balance between their extra-curricular and co-curricular life and their study program.

The university expects all members of its community to maintain high standards of personal conduct and social responsibility. Good citizenship is encouraged on and off the campus.

HOUSING. Two residence halls with accommodations for approximately 400 female and male students respectively exist on campus. Students not residents of Raleigh or the vicinity are required to live in university residence facilities. In unusual circumstances, and upon written request by parent or guardian to the Director of Student Life, this regulation is waived; however, off-campus housing is not to be acquired before the student receives written authorization from the Director of Student Life.

DINING. Students living on campus must take their meals in the university dining facilities provided for in the University Union. Light meals, snacks, and beverages may be purchased in the snack bar area.

HEALTH. Under a special "Student Health Plan", a limited degree of medical services is provided, which include scheduled clinic hours at the University Health Center by the school physician who is also available for emergency consultation and medical assistance, and consultation with the university psychiatrist. Students are sent to the hospitals in the city in case of serious illness.

ADVISERS

An academic adviser is assigned to each student on entering the university. This person will be a faculty member from the area in which the student intends to major, or if a major field has not been chosen, a faculty member at large. The adviser will serve as the student's counselor in scheduling courses for the year. Students should plan for conferences with their adviser during each semester, but at the same time, each student is encouraged to assume major responsibility for planning.

Other helpful counseling programs and services are available through the Office of Student Life and Development, both personal and academic. During the senior year, the Office of Career Guidance and Placement will assist the student in arranging for interviews for employment for those students entering industry, government, teaching, graduate work, and other career opportunities.

COUNSELING CENTER

Services of the Shaw University Counseling Center are designed to help students adjust to life in the academic community, and to facilitate the development of self-confidence, self-understanding along with positive personal and social values. Furthermore, it aims to identify and develop means of achieving

personal and career goals.

To accomplish these goals the Counseling Center offers the following services:

1. Through academic advising and tutoring service a core of academic advisers is available to provide accurate information to each student in his or her field of study. As the need arises these advisers may be consulted throughout the year. For those students experiencing academic difficulty tutors are available to assist them.
2. The psychometric services include testing for purposes of academic placement, personality inventory, vocational interest assessment, counseling, graduate work and training in test taking skills.
3. The Career Guidance and Placement services seek to assist students either to gain admission to graduate school or to secure employment upon graduation. Part-time employment opportunities are also sought out for Shaw students. In addition, the career guidance and placement coordinator assists students in writing letters of application, resumes, and other similar credentials. Qualified seniors are also encouraged to apply for scholarships, fellowships, and assistantships in financing their graduate study.
4. Individual personal and group counseling sessions will be conducted for those students in need of such. Students may come on their own volition or they may be referred by faculty or staff persons.
5. A referral system of off-campus agencies is maintained in the Counseling Center to provide an increased number of helping resources to Shaw students.

The Counseling Center is operated by a dedicated and concerned staff including a director, a psychometrist, career guidance and placement coordinator, academic advisers and tutors. These experienced and capable persons are ready to assist you with the above areas of concern. Appointments may be arranged, although students may be seen on a "walk-in" basis for immediate and pressing problems.

All counseling is confidential.

ORGANIZATIONS AND ACTIVITIES

Shaw University offers a variety of programs and activities designed for the pleasure and enrichment of students. The essence of education at Shaw is to help prepare students for global living; to accomplish this end, and to broaden the individual intellectually and culturally many special programs are planned at Shaw. Although students are not required to participate in all of these special programs, Shaw encourages their participation. Shaw students find them a stimulating extension of classroom study.

Assistance, information, services and guidance for students in their activities and organizations are available through the faculty and members of the Student Personal Services staff. At Shaw, students are urged to participate in organizations, advised as to their privileges and obligations, and directed to sources of help and information to promote their programs.

GENERAL ASSEMBLIES: In addition to the formal convocations, the university conducts scheduled assemblies which students may be required to attend according to classification or because of the special nature of the assembly. Students who find it necessary to be absent from such assemblies must secure an excuse from the Vice President for Instruction.

THE GRADUATION CONVOCATION: The convocation for the conferring of degrees is held once a year, and all candidates for degrees are required to attend. Degrees are not awarded in absentia except for the most compelling reasons. Permission to receive a degree in absentia is granted by the president of the university and must be requested in writing.

INTERNATIONAL STUDIES FORUM: This forum is scheduled annually to bring to the campus specialists in selected subjects from other colleges, government, business, organizations and foreign governments. The series is often coordinated with special programs designed to encourage independent or group study and travel in foreign countries. The forum is open to the public and students from other colleges are encouraged to take advantage of this offering.

LYCEUM AND PUBLIC AFFAIRS FORUM: The Lyceum and Public Affairs Forum is designed to give the student a broad and deeper understanding of contemporary cultural, economic, political and social currents. Each year, outstanding persons in letters, the arts, and public affairs are brought to the Shaw campus under the sponsorship of this forum.

UNIVERSITY CONVOCATION: Each year the university sponsors university wide formal convocations which all students are required to attend. These include the Fall Convocation for the opening of the academic year, Founder's Day, and assemblies such as Public Affairs Forums. Other formal convocations may be scheduled during the year.

RELIGIOUS LIFE

Shaw University is committed to implementing its tradition as a Christian and black institution as something living handed over to the contemporary scene, rather than something dead handed down, as a basis for forging new, creative and critical perspectives which illuminate, respect, inspire, complement, and interface tradition; while being open to, interacting with, and respecting the diversity of faiths, perspectives and lifestyles now held by members of the university community.

Shaw University further provides various opportunities which are designed to vitalize its basic philosophy of Christian higher education. Thereby, the university endeavors to effect its motto: "Pro Christo et Humanitate" so "That Religion and Learning may go hand in hand and character grow with knowledge." These opportunities for moral and religious growth seek to deepen the student's insight concerning the Judaeo-Christian heritage; to aid in learning therefrom the fundamental moral and religious principles which are derived; to guide principles which are derived; to guide in developing an understanding and appreciation of the moral structure of society and the

universe; and to promote personal and social participation in the expression of these moral and religious values.

Through formal classroom study of the Bible and basic Christian ethics, students may gain a comprehensive perspective of the historic development of the Christian interpretation of the meaning of human existence, and the relevance of this view to contemporary personal and social problems.

The Council on Religious Life, composed of students, faculty and staff persons, endeavors: (1) to plan, promote and implement all religious programs and observances sponsored by the university; (2) to assist student organizations with their programs and projects; and (3) to evaluate religious programs and make recommendations for improvements.

University worship services are held each Sunday morning in the university church. Although attendance is completely voluntary, students are encouraged to attend these services regularly. The services are conducted by the university minister and are designed to address themselves to the deepest needs and highest aspirations of the human spirit. Students may also attend the church of their choice in the community. Prior to the worship service, Sunday school is held every Sunday.

Periodically scheduled assemblies aid in promoting a sense of community in maintaining the academic, social, cultural, moral, and religious ideals of Shaw University. These assemblies are varied in program content.

The annual religious emphasis week brings to campus outstanding religious leaders. The Council on Religious Life, in cooperation with the faculty, staff, students and visiting personnel, leads a carefully planned, comprehensive program on vital religious themes.

Through theological alumni day, founder's day and other special observances in the Christian year, the university family is further enriched with focus upon moral and religious values which form the main motive of Christian higher education at Shaw University.

Besides these more formal channels for enhancing the moral and religious life of the academic community, the university encourages the programs of several voluntary student Christian organizations. These organizations are the Alpha Eta Omega Christian Fellowship, the Theological Fraternity, the University Ushers, and the United Heritage Gospel Choir. Through these organizations students have the opportunity for study, fellowship, a weekly prayer service and worship, attendance at conferences, retreats and the development of a sense of community with other Christian students. New and returning students are cordially invited to affiliate with one or more of the voluntary organizations as a means of further growth.

Through these various opportunities, formal and informal, it is our sincere hope that each student who pursues his education at Shaw University will find there meaningful experiences in the development of religious insight and Christian character.

THE BAPTIST STUDENT UNION serves a three-fold purpose; to produce a closer relationship between students and the church; to encourage discussions of vital themes relative to the spiritual life of the student; and to undertake benevolent activities.

THE SUNDAY SCHOOL is held every Sunday morning during the regular school year. Conducted by a council composed of students and a faculty adviser, it is open to all students and faculty members.

THE THEOLOGICAL FRATERNITY is made up of students preparing for the ministry. Its objectives are to promote effectiveness in public speaking and debating, to review and express opinions on significant publications, to stimulate fellowship among ministerial students, and to further Christian ideals and service.

ACADEMIC ORGANIZATIONS

NATIONAL STUDENT EDUCATION ASSOCIATION: An affiliate of the National Education Association, this organization is composed of students preparing to teach and is under the guidance of the Program of Education. Meetings combining professional and social activities are held monthly.

SPECIAL INTEREST CLUBS: The various departments of the university have organized clubs representing the field of English, science, sociology, urban science, art, business, education, mathematics, foreign language, and dramatics.

THE SHAW PLAYERS AND COMPANY: An active theatre production company that schedules several theatrical productions throughout the year. Tours widely during the year in-state and out-of-state. Open to all students, faculty and community persons. The Company and the Theatre Department hold membership in the National Association of Dramatic and Speech Arts.

UNIVERSITY CHORALE SOCIETY: Several campus vocal groups are part of the society, among them the University Choir and the Women's Choir. These groups present frequent broadcasts and concerts throughout North Carolina and in states throughout the nation.

THE UNIVERSITY CONCERT BAND: Open to all students who are interested in instrumental music. Each year the group presents several concerts and provides music for many campus affairs.

THE UNIVERSITY FORENSICS UNION: Shaw University is a member of the American Forensics Association and offers complete debating, oratorical, extemporaneous speaking and forensics programs, including formal instruction as well as varsity competition with other universities. The Forensics Union is open to any student interested in developing skills and talents in research techniques, the effective oral presentation of literary forms, facts, and ideas, or in other phases of forensic studies.

THE MARCHING BAND: Participates in ceremonies at sports events and represents Shaw University on ceremonial occasions throughout the Southeast.

THE R.O.T.C. PROGRAM: Open to men and women students through a cooperative effort with North Carolina State University. The program is an academic-military science curriculum which offers both academic credit as well as financial assistance for participants.

THE UNITED HERITAGE GOSPEL CHOIR: Composed of students interested in the preservation and performance of religious musical contributions of the black American. This organization appears in concert throughout the Southeast, and performs at university convocations as an affiliated organization with the university.

SOCIAL ACTION ORGANIZATIONS: Community service groups of students organize at various times to meet certain needs as they may arise in the community. Tutorial services, recreational and cultural programs, political activities, and programs for the needy are examples of their services.

BLACK STUDENTS UNITED CLUB: An organization for students majoring in one of the sciences at Shaw.

HONOR SOCIETIES

ALPHA CHI HONOR SOCIETY: A national collegiate honor society for students of high academic achievement. Students elected for this society are usually upperclass students.

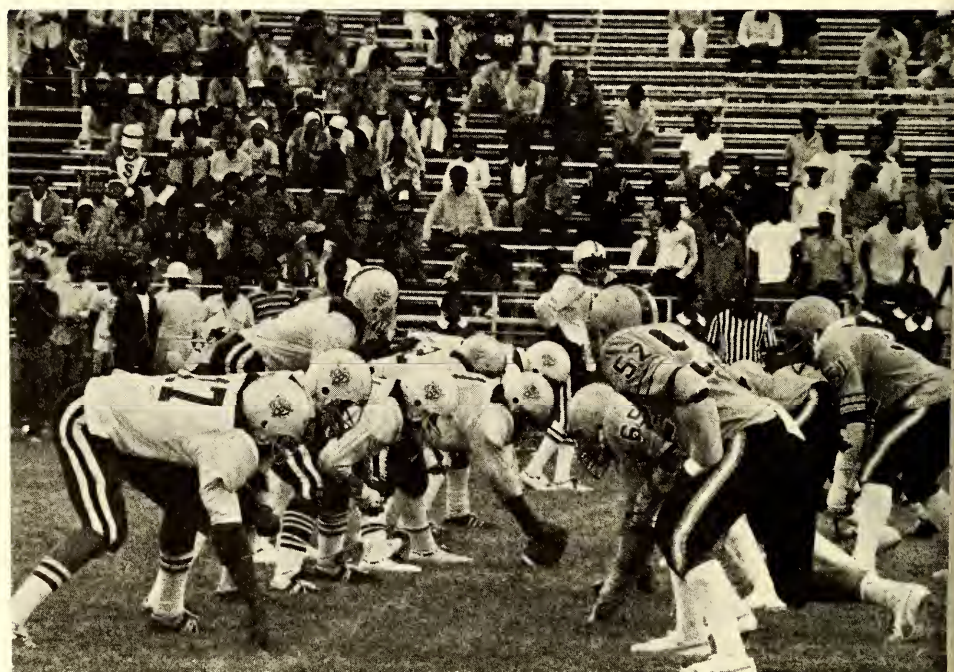
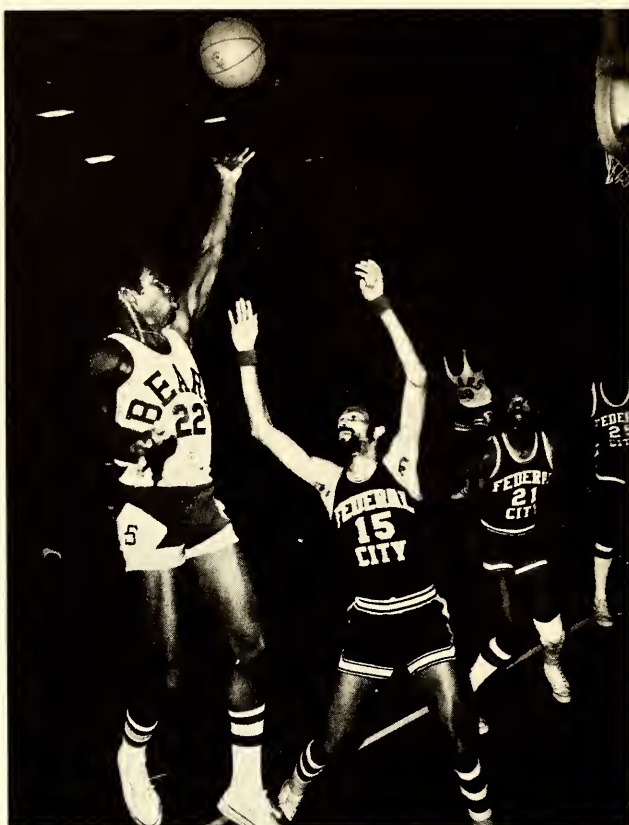
ALPHA KAPPA MU HONOR SOCIETY: The Alpha Omicron Chapter of this national honor society, which has chapters in many of the nation's outstanding Negro colleges and universities, is active at Shaw. Its purpose is to promote higher scholarship, encourage exploration in all fields of knowledge, develop an appreciation for scholarly pursuits, and cultivate a higher order of personal living. Membership is by election.

BETA KAPPA CHI HONOR SOCIETY: A chapter of the national science honor society functions under the guidance of the area of mathematics and sciences. Membership is based upon scholastic achievement in the sciences.

ALPHA EPSILON RHO: Alpha Epsilon Rho is the national Honorary Broadcasting Society for outstanding students in broadcasting on college, school and university campuses and within the broadcast industry. Shaw University's chapter, established in the fall of 1975, emphasizes superior scholarship and creative participation in broadcasting production and activity. In this way, Alpha Epsilon Rho helps to prepare its members for future roles as responsible broadcasters.

STUDENT GOVERNMENT

THE STUDENT GOVERNMENT ASSOCIATION: Composed of elected student leaders who administer student affairs and represent all students in



matters relating to their welfare.

THE MEN'S PERSONNEL COUNCIL: An organization of elected student representatives, is concerned with matters affecting the co-curricular activities of the male students of the university.

THE WOMEN'S PERSONNEL COUNCIL: An organization of elected student representatives, is concerned with the co-curricular activities of the female students. It serves as the major advisory student group dealing with affairs of women students.

THE STUDENT ADJUSTMENT COMMITTEE: Composed of elected students and led by the Student Council President, deals with problems in various areas of student life and conduct; the decisions rendered are subject to review by the Director of Student Life.

CLASS ORGANIZATIONS: Each class is organized by year and officers are elected for the purpose of transacting the affairs of the class while at Shaw University and to carry out such programs as the class may desire after graduation.

THE PAN HELLENIC COUNCIL: Charged with coordinating the interests and activities of the Greek Community.

ATHLETICS

Shaw University provides a well-rounded athletic program including instruction in physical education, intercollegiate athletics, and intramural sports. The university is a member of the Central Intercollegiate Athletic Association. The Intercollegiate Sports Program for male students includes football, basketball, track, tennis and golf, and is under the supervision of the Director of Athletics. The program's objectives are the development of health, sportsmanship, group loyalty and wholesome living. Male students who excel in one or more of the sports offered through this program may be eligible for financial assistance. To qualify, students are expected to meet the same standards of academic performance, need, and leadership qualities required of other Shaw students.

The intramural Sports Program promotes physical fitness, good sportsmanship, and self-reliance. The primary purpose of the intramural program is to provide every student on the Shaw campus the opportunity to participate in athletic and recreational activities. This program is supervised by the Intramural Director and student assistants.

THE PEM CLUB: Composed of physical education majors who assist in sponsoring activities and events related to athletics at Shaw.

THE CHEERLEADERS: Promote recognition and support for the varsity athletic teams throughout the year.

THE DRILL TEAM: Appears at sports events and on other occasions to

demonstrate precision in close-order drill.

FRATERNITIES, SORORITIES, AND FRATERNAL ORGANIZATIONS

Four national Greek letter fraternities and four National Greek letter sororities have chapters on campus. The fraternities are Alpha Phi Alpha, Kappa Alpha Psi, Omega Phi Psi, and Phi Beta Sigma. The sororities are Alpha Kappa Alpha, Delta Sigma Theta, Sigma Gamma Rho, and Zeta Phi Beta. The fraternal organizations are Alpha Eta Omega Christian Fellowship, Groove Phi Groove Social Fellowship, Groove Phi Soul, Nu Gamma Alpha Social Brotherhood, Nu Gamma Mchumba Social Sisterhood, Soul Phi Sigma, and Swing Phi Swing.

UNIVERSITY ADMINISTRATION

Representative students, elected or appointed, serve on all university committees, commissions, and councils, including the Board of Trustees. A complete list of these organizations is available at the president's office. Their responsibilities and functions are described in the **Shaw University Faculty - Staff Handbook**.

UNIVERSITY PUBLICATIONS: The following publications are official documents of Shaw University:

1. **The Alumni Newsletter:** An alumni news and review, published by the Director for University Relations four times a year.
2. **The Shaw Bear:** A student yearbook publication presented annually by the Student Government Association.
3. **The Shaw Journal:** A newspaper publication of current events, opinion, and creativity from Shaw's campus, published by the Student Government Association periodically throughout the academic year.
4. **The Student Handbook:** Published each year and contains official regulations and guidelines for students enrolled at Shaw.
5. **The Faculty-Staff Handbook:** Published each year by the faculty and staff and contains the professional regulations, standards, and procedures for academic and administrative order at Shaw University.
6. **The University Calendar:** Published annually by the university and included in the official catalog, designates days and holidays commencing, during and concluding the university year.
7. **The Shaw University Bulletin:** Catalog Issue: Published every two years; official catalog of academic programs and general information.
8. **The Shaw University Bulletin:** An addendum and supplement to the Shaw University Bulletin; Catalog Issue; Published twice yearly.

SHAW UNIVERSITY



**SPECIAL PROGRAMS
AND SERVICES**

COOPERATING RALEIGH COLLEGES

Shaw University is a member of Cooperating Raleigh Colleges, a consortium of five accredited institutions of higher education in the city of Raleigh. Membership in this consortium affords unusual enrichment and resources availability to students in member schools. The five other institutions are:

Meredith College
North Carolina State University
Peace College
St. Augustine's College
St. Mary's College

Regularly enrolled Shaw students may register for credit in courses offered at other institutions. Such interinstitutional registration is guided by the following institutional policies:

1. Students desiring to take courses at other Raleigh colleges either for dual degree programs or regular programs through the interinstitutional registration process must pay the additional amount of tuition that is payable to the host institution by Shaw University.
2. All university awarded scholarships can be used only for taking courses at Shaw campus on a full-time basis. A student may not receive a University Scholarship for enrolling in dual degree programs.
3. A student may not enroll at the Cooperating Colleges for any course that is offered at Shaw. Only in extreme cases of conflicts and graduation requirements, can exceptions be made with the approval of the advisor and academic dean.

When permission is given to a student to register at other cooperating colleges, he/she must complete the interinstitutional registration form available at the Office of Registrar at Shaw University. The form must bear the signature of the academic adviser and the Vice President of Academic Affairs. All course work taken at other member institutions and completed with a passing grade will be entered on the student's permanent record at Shaw and will be included in the grade average as computed in the Shaw University grading system. For further details on enrollment and registration, see *Interinstitutional Program* or contact the Office of Records and Registration at Shaw University.

SPECIAL SERVICES AND UPWARD BOUND

The Special Services Program is designed to assist students who have experienced academic difficulty and/or are handicapped physically. Students are selected for this program either prior to admission at Shaw or by referral following enrollment. Special programs in tutoring, counseling, career education, drug education, vocational education are conducted.

Shaw University sponsors an Upward Bound Program throughout the year. The program is designed for high school students experiencing academic diffi-

culty and attempts to assist such students in not only completing their high school work but insuring their continuance in an institution of higher education. During the fall and spring semesters, Upward Bound students spend alternate Saturdays on the campus at Shaw in special classes in English and mathematics, lunching and socializing with regular Shaw students, and then engaging in a dialogue, Career Focus, as well as in special sessions on drug education and vocational education. The summer component of the program requires Upward Bound students to be in residence on the campus with daily, intensive academic work in English, mathematics, and reading. For further information, write:

Director, Special Services and Upward Bound
Shaw University
Raleigh, North Carolina 27611

COMPUTER CENTER

The Computer Center, located on campus, houses a Data General Eclipse Computer and provider keyboard terminals for Shaw students and faculty research and instruction. The Center is connected to the IBM 370 Computer and the Hewlett-Packard 2000F computers located in the Research Triangle Park, a few miles west of Raleigh. Some computer experience is given to all Shaw students enrolled in the Core mathematics course. Advanced students and faculty make additional use of the facility in specialized research in many fields of study.

THE READING LABORATORY

The Reading Laboratory provides individual and group instructional services to a limited number of students. Instruction ranges from machine-oriented approaches through professional consultation with area faculty.

Voluntary student participation is encouraged, however, faculty referrals are accepted. Students are not required to register for a course offered through the area in order to receive these services. Course credit will not be awarded for participation if a student is not enrolled in a regular departmental course offering.

THE SPEECH AND HEARING CLINIC

The University has a modern, well-equipped speech and hearing clinic as part of the Department of Speech Pathology and Audiology. The clinic provides individual and group therapy and offers three-pronged services: diagnosis, treatment, and referral. Current clients are primarily pre-schoolers from the local community.

LIBRARY/LEARNING RESOURCES CENTER

The memorial library, known as the Learning Resources Center, consists of the traditional library, including media materials and audiovisual equipment, and, an electronic learning laboratory, known as the Central Electronic

Laboratory.

The library collection of print and non-print materials provides support to the current curriculum; and the general reading of the university community.

The media base of the library collection consists of films, filmstrips, tapes, transparencies, phonorecords, microfilms, microfiches, slides, media kits, and maps.

Print and non-print materials on the history of the Afro-American are extensive and rich with sources for research and general information. Included in this group of materials are the microfilm collections Series I and II of the Schomburg Center for Research in Black Culture.

Special collections within the library collection are the Yergen Collection, a collection of books largely of African titles, 1,400 plus volumes; Indian Collection, a collection of books and monographs on the culture of the North American Indian; and, the Gilmour Collection, a collection of books on philosophy, language, literature, and the history of religion.

Materials housed in the Curriculum Laboratory in the Practice Cottage (Division of Teacher Education/Physical Education) are part of the university library collection. This collection of print and non-print materials avails for the pre-service teacher, the student, and the instructor, an acquaintance with a variety of professional and instructional materials used in the public schools of the State of North Carolina, in particular.

WSHA-FM RADIO COMMUNICATIONS CENTER

The university radio station, WSHA-FM, is a fully equipped, modern broadcast facility. More recently, with the erection of a new antenna and tower, the station has increased its power and now operates at 12,600 watts. Many cities beyond the Raleigh-Durham triangle area are being reached by this increase in power. The station broadcasts from 7 a.m. to midnight, seven days a week. Additionally, the station is equipped with modern video cameras and is able, through closed circuits, to provide extensive training in television and film work for the students.

The WSHA-FM Radio Communications Center is a learning laboratory in which students gain practical and valuable experience in broadcast communications. It serves as a functional laboratory and training base for students who are majoring in Radio-Television-Film by allowing students the opportunities to apply theory and enhance and sharpen skills.

Additionally, the station serves the surrounding communities through its regular aircasts. As a news operation, WSHA-FM broadcasts all pertinent campus news and local, regional and national news as well as public service announcements. A UPI teletype service makes instant news service available. In addition to providing information and instruction, the station encourages talent in the performing arts and broadcasts musical and dramatic talent on a regular basis. A regular series of varied, programmed music is aired including educational programs on the sciences, humanities, religion, health care, cultural arts, economics, urban affairs, and areas of public interest.

The station's services are available to all Shaw professors who want to arrange special programs for benefit of their classes.

Outside sources of educational, cultural and news programs include Broadcasting Foundation of America and the National Educational Radio Network which provides tapes featuring national figures and talent.





SHAW UNIVERSITY



ACADEMIC REGULATIONS

ACADEMIC REGULATIONS

GRADUATION REQUIREMENTS:

Shaw University grants the degrees of:

Bachelor of Arts
Bachelor of Science

During the early part of students' senior year, their adviser will consult with them on their final degree requirements. Although meeting the graduation requirements is the student's own responsibility, in conjunction with the adviser the student should periodically check his/her program of courses against graduation requirements, as various programs differ in specific requirements and may be modified from year to year.

The student should make application for graduation by completing two copies of the Admission to Candidacy form available at the Office of Records and Registration prior to the deadline for completion of this form set in the University Calendar. This form must be signed by the student's adviser as a part of the certification process that the student has fulfilled all university requirements.

In addition to the specific course requirements shown in the various divisions and major fields of instruction, the following general requirements apply to all Shaw students:

1. All Shaw students are subject to the graduation requirements as published in The Shaw University Bulletin: Catalog Issue in effect at the time of their matriculation at Shaw; however, a student who matriculates but who is subsequently absent from the university for one or more academic years, will be subject to the graduation requirements at the time of enrollment.
2. Every student must pass an English proficiency examination during the junior year. Students showing any deficiencies will be required to complete a writing laboratory course.
3. All students are required to complete their final two semesters in residence as full-time students (12 or more hours of study) on the campus of Shaw University.
4. All students must complete a minimum of 127 semester hours of credit.
5. Students who have successfully completed all requirements, including graduation requirements, may receive their degrees only at the annual graduation convocation held at the end of the second semester of each year as published in the University Calendar.

CLASSIFICATION OF STUDENTS:

FIRST YEAR STUDENTS: Those who have earned fewer than 30 credits.

SECOND YEAR STUDENTS: Those who have earned 30 to 59 credits.

THIRD YEAR STUDENTS: Those who have earned 60 to 89 credits.

FOURTH YEAR STUDENTS: Those who have earned 90 or more credits.

SPECIAL STUDENTS:

A student may enroll as a Special Student at Shaw University without matriculating. That is, the student is not seeking credits that will be counted toward a degree from the University.

Such students may be enrolled without conforming to the regular admissions procedures and may take a maximum of six (6) hours per semester. The student registers with the Director of the Center for Alternative Programs in Education (CAPE) during the regular registration period.

1. A student who has authorization to take classes at Shaw for the purpose of transferring such credits to another institution may register as a special student.

A statement authorizing the student to take these classes should be sent to the Director of CAPE. Students enrolled in the Interinstitutional Program of the Cooperating Raleigh Colleges should have their authorization sent directly to the Registrar.

2. A college graduate, public school teacher, or teacher in a technical institute may be enrolled as a special student in courses and receive credits to be applied toward school certification, a college degree, or re-certification. Evidence of the student's standing must be submitted in advance to the Director of CAPE in the form of an official transcript, a letter of recommendation from the institution that will grant the credits, or a letter of approval from an official of the state certifying agency or the dean of instruction of the technical institute.
3. Adult students who can demonstrate their maturity, the need to enroll as special students, and the capacity to perform college-level work may enroll as special students without fulfilling the regular admission requirements of degree-seeking candidates.

Special students may have their status changed to degree-seeking candidates for a subsequent term by applying and being accepted for regular admission. **THE APPLICANT MUST SATISFY THE REGULAR ADMISSION REQUIREMENTS OF THE UNIVERSITY.**

A maximum of fifteen (15) semester hours earned as a special student may be credited toward the Shaw degree.

All students admitted to Shaw University, whether special or regular, must follow the appropriate procedures for enrollment. The University reserves the right to suspend, or to exclude at any time, any student whose academic standing or conduct is regarded by Shaw University as undesirable or unacceptable.

Excluding essential and pertinent information, distorting facts, or falsifying data on an application will be grounds for exclusion or dismissal.

STUDENT STUDY LOADS:

No first year student may take more than 15 semester hours of credit, except that 1 additional hour of credit may be earned for work in the Shaw Band, the University Chorale, or the Shaw Players and Company, making a maximum total of 16 hours of credit.

Students classified as Second Year Students or beyond may take a maximum of 18 hours of credit, except that 1 additional hour of credit may be earned for work in the Shaw Band, the University Chorale, or the Shaw Players and Company making a maximum total of 19 hours of credit.

Students who are classified as Fourth Year Students and who have been certified as candidates for a degree may register for more than 18 hours of work with permission of their adviser and the Vice President for Academic Affairs.

Students enrolled in the CAPE program take up to 12 hours per semester. Under special circumstances a maximum of 15 hours may be taken with permission of the adviser and the Vice President for Academic Affairs. Students of any classification who are on academic probation are limited to a maximum of 12 hours of credit. Students enrolled for 12 or more hours of credit are considered full-time students.

COURSE CREDIT: THE UNIT OF INSTRUCTION:

Course credit at Shaw University is designed in terms of semester hours. The semester hour is the unit of instruction used for computing the amount of work required for graduation. One semester hour is equivalent to the fifty-minute period of academic instruction. In athletic skills courses, one-half semester hour is equivalent to one fifty-minute period of practice. In science laboratory courses, one semester hour is equivalent to two hours of laboratory experience per week. In co-curricular activities such as the Shaw Band, the University Chorale, or the Shaw Players and Company, one semester hour is earned for participation as negotiated by the instructor with the student.

GRADING AND GRADE POINTS:

At the close of each semester or summer session a letter grade indicating the quality or status of the student's work is reported by the instructor. Grade points are assigned to each semester hour and each grade in accordance with the grading system shown below. A student's grade point average for a semester, or for an number of semesters, is determined by dividing the total number of grade points earned by the total number of semester hours attempted (official Withdrawal grades are not computed). The cumulative grade point average for all work attempted is the average used in determining eligibility to

participate in extra-curricular, and student life activities, including fraternities, sororities, fellowships, brotherhoods, and representing the university in an official capacity. A student's proficiency in a course is determined in terms of the following alphabetical symbols and numerical equivalents.:

LETTER GRADE	NUMERICAL EQUIVALENT	GRADE POINTS AWARDED For Each Semester Hr.
A (Excellent)	93 - 100	3
B (Good)	84 - 92	2
C (Average)	75 - 83	1
F (Failure)	74 - and below	0
I (Incomplete)		
W (Official Withdrawal)		
AU (Audit)		
NR (No recognition for audit)		

An "F" grade indicates that the student has performed at an unsatisfactory level, qualitatively and/or quantitatively.

An "I" grade indicates that the student has performed satisfactorily, but has not been able to complete work for a course for officially recognized reasons. (See Class Attendance Policy). In no case will an "I" grade be awarded when a student's financial obligations to the university are outstanding. It is the student's responsibility to complete course work by the mid-point of the next semester in which he/she is enrolled. Failure to complete the work on time as published each mid-semester will result in an automatic "F" grade. A grade of "W" will be recorded only if a student officially withdraws from the university (See Registration).

Students may audit a course provided space is available.

CLASS ATTENDANCE POLICY:

Students are expected to be in classes as scheduled and on time. If a student is absent more than three times for three day-a-week classes, or two times for two day-a-week classes during a semester without an official excuse, the final grade may be affected at the discretion of the instructor. If a student is absent for more than one-third of the scheduled classes for a course during a semester with or without an official excuse, the student's grade will be an automatic "F".

A student may be officially excused from a class for the following reasons when such reasons are verified and approved by the Director of Student Affairs and/or the Vice President of Academic Affairs:

1. A confining illness.
2. A death in the immediate family.
3. Representing the university in an official capacity.

An illness form must be completed by the Health Service at the university. Other excused absence forms must be completed by the Office of Student Life and Development.

HONORS AT SHAW:

An honors list is published at the close of each semester. Students named on this list must be full-time students with a semester grade point average of 2.0 or better, and have no "I" grade or grade below "C" reported for the semester in which the student is listed.

Students whose cumulative grade point average is 2.0 or better at the time of their graduation will be awarded honors as follows:

- 2.0 With Honor (Cum Laude)
- 2.5 With High Honor (Magna Cum Laude)
- 2.75 or more With Highest Honor (Summa Cum Laude)

ACADEMIC PROBATION AND DISQUALIFICATION:

Students are placed on academic probation when the quality of their work falls below the minimum grade point average established by the university faculty, as follows:

NUMBER OF SEMESTERS ENROLLED	GRADE POINT AVERAGE	STUDENT STATUS
1	0.50	Warning
2	Below 0.50	Probation
3	Below 0.65	Probation
4	Below 0.75	Probation
5	Below 0.85	Probation
6	Below 0.95	Probation
7	Below 1.00	Probation
8	Below 1.00	Probation

Students are notified of their status when their performance falls below the set standard of the close of the first semester. If, at the close of the second semester, students fail to improve their academic standing, they will be notified that they are on probation. Failure to improve academic standing at the close of the probationary period will result in disqualification as a student, and the student is thereby severed from the university and may not apply for re-admission for at least one semester. A student severed from the university for a second time may not apply for re-admission to the university.

No course taken at another institution during the period of his severance for probationary reasons is acceptable at Shaw.

At the first opportunity a student must repeat, by official enrollment in the class, a required course that the student has failed unless a substitute course is

authorized in writing by the student's adviser, division chairperson, and the Vice President for Academic Affairs.

CREDIT BY EXAMINATION

In order to enable students to proceed educationally at their own pace and to relate academically to their acquired knowledge, skills and experiences related to their field of study, students may receive credit by taking exemption examinations. To qualify for exemption the students must meet eligibility requirements as follows:

- A. **ELIGIBILITY:** A student has to be enrolled and seeking a degree from Shaw University at the time the application for exemption is made and approved; transfer students from non-accredited institutions who wish to receive credit for work completed in their major field at previous institutions may apply for exemption examination for course credit to be honored by Shaw University or a first-year student who needs a pre-requisite for placement in a course sequence. However, students' total exemptions may not exceed 24 units of credit.
- B. **INELIGIBILITY:** Students with unsatisfactory academic records, or those who have received official warning that they are subject to be dropped from the University for academic reasons, are not eligible for exemption examination during the period in which such notice or warning is in effect. Students are not eligible for exemption examinations in the semester in which they complete requirements for graduation. Students may not take an exemption examination in a course in which they have received a grade of "I" or "F". Students may not take an exemption examination for a course that is being substituted for a previous course failure.
- C. **EXEMPTIBLE COURSES:** No exemptions shall be granted for courses listed as Honors, Seminars, Internships, Independent Studies, or Practicum. Exemption examinations are to be limited to required and cognate courses in the applicant's major field of study. Exemptions may be taken in no more than two free electives.
- D. **NUMBER EXEMPTIBLE:** A student cannot exempt more than 24 units of credit. A full-time student cannot exempt more than six units or two courses of credit in a trimester.

A part-time student may not exempt more than three units of credit in a trimester.
- E. **ADMINISTRATION:** All exemption examinations are to be administered by the University Testing Committee. Exemption examinations will be administered only while the University is in session in the Fall and Spring semesters.

A student may take the same exemption examination only twice. The examination fee is applicable to both administrations. Evaluations of "F" (failure) are not to be recorded on the student's transcript but must

be on file with the Testing Committee.

F. PROCEDURE: The approved list of exemptible courses are made available to advisers and students during the registration period. Exemption examinations are scheduled no later than one month prior to final examinations.

G. HOW TO APPLY: A student desiring to take an exemption examination must file for the same within two weeks after the scheduled closing date for registration.

Application for an exemption examination must be signed by the student's adviser. Along with the application, students should submit in writing verified credentials of previous experiences, etc. related to the course in which they seek exemption. The adviser examines the application, credentials and academic record of the student, approves or rejects the application and sends same to the Testing Committee.

Results of action taken by the Testing Committee - approval or rejection - are sent to the advisor, dean of the school and to the student.

For additional information on procedures, fees, and courses exemptible by examination, consult the Office of Records and Registration.

SUMMER WORK AT OTHER INSTITUTIONS:

Students desiring to undertake summer session studies at other institutions must receive prior approval from their major adviser and other academic officials. Only such work which is credited with the grade of "C" will be acceptable for transfer to the university. Students may receive credit for a maximum of 9 credit hours taken at other institutions in a summer session. Grade points will be assigned and included in the grade point average system at Shaw. Students must complete a form, available from the Office of Records and Registration before they attend other institutions.

DOUBLE MAJOR POLICIES:

A student can complete a double major by satisfactorily passing the required major and major-related course work required by the two departments.

If the double major is pursued in two departments, the student must designate at the time of his or her declaration of the two majors which single department he or she will be registered in and graduated from.

All students must earn the minimum of 127 units of credit required by Shaw in order to graduate.

In the area of a double major, the departments involved will coordinate their efforts to resolve any possible problems.

The following specific policies apply to the double major:

1. A student must complete all required major courses and cognates in both of the majors.
2. If there is an overlapping between a major and cognate course, a major course required for one major can be counted as a cognate for another major.
3. A student cannot use a course out of the two majors to satisfy a core course.
4. The only time two diplomas will be issued is if one major leads to a B.S. and the other to a B.A. The double major, however, will be indicated on the student's record.

MAJOR-MINOR POLICIES:

1. A student will be required to have at least fifteen (15) hours for a minor.
2. Cognates required in a student's major may be counted towards satisfying the requirements of the student's minor.
3. Each department identifies those courses it will require of students in order to satisfy a minor in that department.



SHAW UNIVERSITY



UNIVERSITY

CORE CURRICULUM

UNIVERSITY CORE CURRICULUM:

The University Core Curriculum is designed to provide all students with the basic knowledge, concepts, and principles of the subject matters comprising the curriculum. While each part of the core is separately constructed and taught, an effort is made to integrate the studies so that the student will appreciate the interrelationships and understand the impact of each area's contribution to an understanding of the complexities of the contemporary world. At the base of the curriculum is the provision for the development of skills in reading, writing, speaking, mathematics, the sciences, and physical well-being. All students entering Shaw are required to complete the core courses listed below (or have equivalent transfer credits from another institution), except where alternate courses are indicated for certain major fields. The courses are normally completed before students begin their concentration in a major field.

CORE CURRICULUM

	Credits
English 150 (if required)	3
English 151 and 152	6
Health 141	1
Physical Education 151	1
*Mathematics 151	3
Humanities and Arts Electives (2 courses)	6
Science 151 and 152	6
Administrative and Urban Science Electives (2 courses)	6
Reading 151 (if required)	2
Orientation 101 (elective)	1

TOTAL: 29—35

*Science and Engineering students must take MAT 210 and 211.

Students are normally expected to complete, before the end of the second year at Shaw, the above core courses. A list of those courses to be selected by the students in the humanities and arts and administrative and urban sciences is made available during the registration period at the beginning of each semester. English 150 and Reading 151 are required of those students having a deficiency in these areas (as determined by placement examinations taken at the time of matriculation).

The requirements in humanities and arts and administrative and urban sciences as well as Science 152 may also be fulfilled by courses in University Integrated Studies.

THE ACADEMIC SKILLS PROGRAM:

The Academic Skills Program at Shaw University is especially designed for entering students who have serious deficiencies in their pre-college training in the areas of verbal and computational skills. Placement tests are administered to all new students and those whose performances indicate a need for remedial work in English, Reading, or Mathematics must register in the Academic Skills Program in those courses. Classes meet five times per week and methodology includes extensive use of electronic facilities.

COURSE BANK

Numbering:

150 - 199	Primarily for first and second year students.
200 - 299	Primarily for second and third year students.
300 - 399	Primarily for third and fourth year students.
400 - 499	Primarily for fourth year students.

Abbreviations:

ARB – Arabic	LIB – Liberal Studies
ART – Art	MAT – Mathematics
BES – Behavioral Science	MUS – Music
BIO – Biology	PHI – Philosophy
BUS – Business Management and Accounting	PHY – Physics
CHE – Chemistry	PUB – Public Administration/Criminal Justice
EDU – Teacher Education	REA – Reading
ENG – English	REL – Religion
ESC – Environmental Science	RTF – Radio-TV-Film
FRE – French	SCI – Science and Society
GEO – Geography	SPA – Spanish
GER – German	SPP – Speech Pathology and Audiology
HAS – History and Afro-American Studies	THR – Theatre
HPE – Health and Physical Education	UIS – University Integrated Studies
HUM – Humanities	UPL – Urban Planning
INT – International Studies	UPO – Urban Politics

Number of Course Credits:

The number of course credits is indicated immediately after the course title in Arabic numbers within parentheses. Unless otherwise indicated, the number of class hours per week is the same as the number of course credits indicated.

Corequisites and prerequisites:

Courses designated as having corequisites (Co) or prerequisites (Pre) indicate the appropriate requisites. Students should consult their academic advisers before registration.

Withdrawal of Course of Programs:

Shaw University reserves the right to withdraw the offering of any course(s) and/or program of study at any time as deemed necessary by the university for any reason.

AREAS OF INSTRUCTION:

There are five instructional components at Shaw University, each of which is comprised of several areas of instruction or fields of study as indicated:

The Division of Administrative and Urban Sciences

Behavioral Science
Business Management and Accounting
Public Administration/Criminal Justice
Urban Planning
Urban Politics

The Division of Humanities and Arts

* Art
English
* Foreign Languages
History and Afro-American Studies
International Studies
Liberal Studies
Music
Radio-TV-Film
* Reading
Theatre Arts

The Division of Natural and Physical Sciences

Biology
Chemistry
* Environmental Science
Mathematics
Speech Pathology and Audiology

The Division of Teacher Education

(K-3) Early Childhood Education
(4-9) Intermediate Education
(10-12) Secondary Education
Physical Education

The Center for Alternative Programs of Education (CAPE: See details listed under *Center for Alternative Programs of Education*).

Each of the academic components has its own specific philosophy, objectives, and requirements consistent with the overall university mission and goals.

* Does not offer a major.

SHAW UNIVERSITY



**DIVISION OF ADMINISTRATIVE
AND URBAN SCIENCES**

THE DIVISION OF ADMINISTRATIVE AND URBAN SCIENCES

PHILOSOPHY: The primary purpose of the Division of Administrative and Urban Science is to provide undergraduate students with an interdisciplinary learning experience.

The division is truly interdisciplinary, but the real threads that bind the departments together are based on assuring that the students develop expertise in areas such as methodology, conceptualization, communication, inter-personal training, decision-making, and community functions.

OBJECTIVES: It shall be the objective of the Division of Administrative and Urban Sciences to educate and train the students by promoting a wholesale mixing of practical learning experience, through internships and other educational activities, with academic excellence in the classroom. To assure that students are able to develop along the lines of established objectives, the division emphasizes a coordinative learning approach in a triangular relationship between students, faculty, and community. Accordingly, the division attempts to provide students with the necessary training and education for advancement into graduate programs for specialized degrees.

Thusly, the division is designed to deal with the "whole" man by providing the students with knowledge, techniques, and skills necessary for coping with today's problems and the future needs of society.

BEHAVIORAL SCIENCE (BES)

MAJOR FIELD REQUIREMENTS:

Note: Students majoring in the Behavioral Sciences have the option to elect a concentration in *Sociology or Psychology*. All students must take the five (5) basic courses.

<u>Course No.</u>	<u>Course Title</u>	<u>Credits</u>
BES 201:	The Dynamics of Behavior	3
BES 211:	Man and the Social Order	3
BES 301:	Human Relations Laboratory	3
BES 321:	Behavioral Statistics	3
BES 322:	Research	3

Students selecting the *sociology emphasis* area are required to take the following courses:

BES 203:	Deviant Behavior	3
BES 215:	The Family	3
BES 312:	Social Stratification	3
BES 314:	The Contemporary Community	3

BES 341:	Sociology Psychology	3
BES 491:	Senior Seminar	3

Students selecting the *psychology emphasis* area are required to take the following courses:

BES 210:	Human Development	3
BES 310:	Experimental Psychology	4
BES 330:	Physiological Psychology	3
BES 341:	Social Psychology	3
BES 440:	History and System	3

In addition, all Behavioral Science majors must select five (5) cognate courses from the following:

BES 204:	The Psychology of Personality	3
BES 241:	The Helping Professions	3
BES 304:	The Behavior Disorder	3
BES 311:	Experimental Psychology II	3
BES 342:	Cultural Anthropology	3
BES 350:	Crime and Delinquency	3
BES 412:	Contemporary Social Movements	3
BES 420:	Techniques of Psychological Assessment	3
BES 430:	Techniques of Psychological Intervention	3
BES 451:	Sociological Theory II	3
BES 470:	Special Topics in Behavioral Research	3

COURSE SEQUENCE FOR BEHAVIORAL SCIENCE

SOCIOLOGY EMPHASIS AREA

FIRST YEAR

<u>Course and Number</u>	<u>Fall Semester</u>	<u>Spring Semester</u>
	<u>Credit</u>	<u>Credit</u>
ENG 151, 152 (2).....	3	3
MATH 151.....	3	—
SCI 151, 152 (2).....	3	3
Humanities and Arts Electives (2)	3	3
Administrative and Urban Science Electives (2).....	3	3
HPE 141, 151	1	1
BES 211	—	3
	16	16

SECOND YEAR

<u>Course and Number</u>	<u>Fall Semester</u> <u>Credit</u>	<u>Spring Semester</u> <u>Credit</u>
BES 201.....	3	—
BES 203.....	3	—
BES 215.....	3	—
BES 312.....	—	3
BES 314.....	—	3
BES 315.....	—	3
Cognates.....	3	3
Elective.....	3	3
Elective.....	<u>1</u>	<u>1</u>
	16	16

THIRD YEAR

<u>Course and Number</u>	<u>Fall Semester</u> <u>Credit</u>	<u>Spring Semester</u> <u>Credit</u>
BES 301.....	3	—
BES 321.....	3	—
BES 322.....	—	3
BES 341.....	3	—
Cognates	3	3
Cognates	—	3
Electives	3	3
Electives	1	3
Electives	<u>—</u>	<u>1</u>
	16	16

FOURTH YEAR

<u>Course and Number</u>	<u>Fall Semester</u> <u>Credit</u>	<u>Spring Semester</u> <u>Credit</u>
BES 450.....	3	—
BES 491.....	—	3
Cognates.....	6	6
Electives.....	<u>7</u>	<u>7</u>
	16	16

TOTAL: 128



PSYCHOLOGY EMPHASIS AREA

FIRST YEAR

<u>Course and Number</u>	<u>Fall Semester</u>	<u>Spring Semester</u>
	<u>Credit</u>	<u>Credit</u>
ENG 151, 152 (2)	3	3
MATH 151	3	—
Humanities and Arts Electives (2)	3	3
Administrative and Urban Sciences (2)	3	3
SCI 151, 152 (2)	3	3
HPE 141, 151	1	1
BES 201	—	3
	<u>16</u>	<u>16</u>

SECOND YEAR

<u>Course and Number</u>	<u>Fall Semester</u>	<u>Spring Semester</u>
	<u>Credit</u>	<u>Credit</u>
BES 210	3	—
BES 211	3	—
BES 301	—	3
BES 310	—	4
Cognate	3	3
Cognate	3	—
Electives	3	3
Electives	1	—
Electives	—	3
	<u>16</u>	<u>16</u>

THIRD YEAR

<u>Course and Number</u>	<u>Fall Semester</u>	<u>Spring Semester</u>
	<u>Credit</u>	<u>Credit</u>
BES 321, 322	3	3
BES 330	—	3
BES 341	3	—
Cognates	3	3
Cognates	—	3
Electives	3	3
Electives	3	—
Electives	1	1
	<u>16</u>	<u>16</u>

FOURTH YEAR

<u>Course and Number</u>	<u>Fall Semester</u>	<u>Spring Semester</u>
	<u>Credit</u>	<u>Credit</u>
BES 440	3	—
Cognates	9	9
Cognates	—	3
Electives	3	3
Electives	<u>1</u>	<u>1</u>
	16	16

TOTAL: 128

BEHAVIORAL SCIENCE
(BES)

COURSE DESCRIPTIONS

- 201 THE DYNAMICS OF BEHAVIOR (3):** The study of human behavior with emphasis on common behavior patterns, motivation, and defense mechanisms. Some theoretical discussion is conducted, but the emphasis is on the varieties of normal patterns of interaction.
- 203 DEVIANT BEHAVIOR (3) Pre:** Consent of instructor. Sociological and psychological approaches to deviant behavior, with emphasis on societal reaction and symbolic interaction, will be described and evaluated. Some specific forms behavior, such as suicide, homosexuality, mental illness, and prostitution, will be considered in detail.
- 204 THE PSYCHOLOGY OF PERSONALITY (3) Pre: 201:** The study of man's basic nature, his social, intellectual, emotional development, how he perceives himself and how he is motivated to act. The main emphasis is on the processes of adjustment of health people and how they maintain their health.
- 210 HUMAN DEVELOPMENT (3) Pre: 201:** Survey of growth patterns and behavior changes throughout the life span. The influence of heredity, maturation and environment on development. A study of the physical, emotional and social adjustment of middle and old age.
- 211 MAN AND THE SOCIAL ORDER (3):** Concerned with the social foundation, perspectives, levels of generalization, and the basic concepts of understanding and analyzing human behavior and social structure.

The primary frame of reference is sociological, viewing man's behavior, formal and informal, in terms of differentiating factors such as groups, systems, institutions, and classes to take into account the processes through which man becomes socialized and society-ordered, and to observe the relevance of these in explaining the on-going activity and structuring of contemporary social phenomena.

- 215 THE FAMILY (3) Pre: 211:** The study of the family in different cultures including the changes and functions of the family, family disorganization, and reorganization, of the modern family. Special emphasis will be placed on the unique experience of the Black family both historically and contemporary. This will include a look at the strengths demonstrated by the Black family in the survival process as a primary social unit.
- 241 THE HELPING PROFESSIONS (3):** A survey of the helping professions and an assessment of formal and informal community agencies, their strengths and weaknesses, and a study of the role of the community services examined from philosophical and practical perspectives.
- 301 HUMAN RELATIONS LABORATORY (3) Pre: 211:** A study of group theory, transactional theory of groups, group dynamics, role playing, psychodrama, interviewing, and history taking. The course will also promote the development of insight into interpersonal transaction through the use of sensitivity training.
- 304 BEHAVIOR DISORDERS (3) Pre: 201:** The study of various types of neuroses, psychoses, and character disorder with appropriate laboratory experiences at a mental hospital.
- 310 EXPERIMENTAL PSYCHOLOGY I (4) Pre: 201:** A study of learning, perception and sensory processes, through lectures and laboratory exercises.
- 311 EXPERIMENTAL PSYCHOLOGY II (4) Pre: 201:** A study of motivation, cognition and social processes through lectures and laboratory exercises.
- 312 SOCIAL STRATIFICATION (3) Pre: 211:** Introduction to the study of structured social inequality. Special topics include: theories of the nature of social classes, behavioral and attitudinal correlates and consequences of social class, social mobility (popular conceptions and reality), the analysis of stratification in the community, and relationships of class and race.
- 314 THE CONTEMPORARY COMMUNITY (3) Pre: 211:** A sociological analysis of social aspects of communities, with perspective on the urban community. Attention is given to changing community characteristics, roles, and institutions within the American context.



- 315 RACE AND ETHNIC RELATIONS (3) Pre: 211:** The course of study will deal with the social, economic, cultural and political forces responsible for group control that breeds discrimination, segregation, hostility, etc. It will also include the nature and theories of prejudice and explore ethnic differences.
- 321 BEHAVIORAL STATISTICS (3) Pre: 211:** The techniques of social research with an emphasis on survey design, attitude measurement, collection, analysis, and interpretation of data.
- 322 RESEARCH (3) Pre: 201, 211, 321:** A continuation of 321 with emphasis on application of research methodology, including the use of computer technology, field experiments, and surveys.
- 330 PHYSIOLOGICAL PSYCHOLOGY (3) Pre: 201:** An examination of the physiological correlates of behavior. Emphasis is on the study of the brain, emotions, memory and motivation.
- 341 SOCIAL PSYCHOLOGY (3) Pre: 201, 211:** Emphasis is placed on the relationship of the individual to the group, with a central focus of group dynamics, attitudes, attitude change, balance theories and cognitive dissonance.
- 342 CULTURAL ANTHROPOLOGY (3) Pre: 201:** A study of physical and cultural anthropology with an emphasis on comparative cultures, and a survey of general anthropology.
- 350 CRIME AND DELINQUENCY (3) Pre: 12 hours in BES - Sociology including 211:** A study of the sociology of crime and delinquency which includes the use of scientific methods in (1) the study and analysis of crime and delinquency, (2) the operational process of criminal justice and (3) effectiveness of correctional institutions and the rehabilitation process.
- 412 CONTEMPORARY SOCIAL MOVEMENTS (3) Pre: 211:** A systematic approach to the study of large, ideological oriented groups and their members, including a brief review of the history of social movements, and a study of the ideologies that give rise to movements, how they relate to social problems, and the consequences of membership in movements.
- 420 TECHNIQUES OF PSYCHOLOGICAL ASSESSMENT (3) Pre: 201 and 12 hours in psychology:** Emphasis will be placed on the philosophy and methodology of psychological testing. Laboratory exercises will include the administration of standard intelligence tests, tests of organic damage and the projective techniques.
- 430 TECHNIQUES OF PSYCHOLOGICAL INTERVENTION (3) Pre: 301 and 12 hours in psychology:** Emphasis will be placed on the techniques of individual and group counseling, problem solving, supportive relationships and crisis intervention.

- 440 HISTORY AND SYSTEMS (3) Pre: 201 and 12 hours in psychology:**
History of psychology as reflected in the schools and systems of psychology. Emphasis will be placed on the major leaders in psychology and their influence on research and modern psychology.
- 450 SOCIOLOGICAL THEORY I (3) Pre: 12 hours in BES including 211:**
The course is designed to provide an opportunity for an in-depth exposure to the contributions of the founders of sociological thought. Relationship to modern social systems will be made using the classical insights of the discipline.
- 470 SPECIAL TOPICS IN BEHAVIORAL RESEARCH (3):** A continuation of the two-course research sequence. An examination of advanced issues in research such as advanced statistics (correlation, regression, multi-variate analysis), research design, model building and theory, causality, usage of data banks, and computer techniques.
- 491 SENIOR SEMINAR (3-6) Pre: Senior status or permission of the Department:** Special topics designed to integrate the students' total exposure to the discipline.

BUSINESS MANAGEMENT AND ACCOUNTING (BUS)

DEPARTMENTAL CORE :

<u>Course No.</u>	<u>Course Title</u>	<u>Credits</u>
BUS 211:	Principles of Economics	3
BUS 213:	Business Mathematics	3
BUS 261:	Elementary Statistics	3
BUS 341:	Accounting Principles I	3
BUS 342:	Accounting Principles II	3
BUS 381:	Business Law	3
BUS 413:	Business Finance	3
BUS 491:	Senior Seminar	3
TOTAL:		24

All students majoring in Business Management and Accounting must take the courses listed above.

Majors concentrate in either *Business Management* or *Accounting*.

BUSINESS MANAGEMENT:

<u>Course No.</u>	<u>Course Title</u>	<u>Credits</u>
BUS 265:	Introduction to Data Processing	3

BUS 311:	Value and Distribution	3
BUS 312:	Income and Employment	3
BUS 361:	Fundamentals of Management	3
BUS 371:	Marketing	3
BUS 422:	Money and Banking	3
BUS 480:	Personnel Management	3

TOTAL: 21

ACCOUNTING:

<u>Course No.</u>	<u>Course Title</u>	<u>Credits</u>
BUS 343:	Intermediate Accounting I	3
BUS 344:	Intermediate Accounting II	3
BUS 345:	Federal Tax Accounting	3
BUS 349:	Computer Augmented Accounting	3
BUS 414:	Cost Accounting	3
BUS 417:	Advanced Accounting	3
BUS 419:	Auditing	3

TOTAL: 21

Other Departmental Electives

BUS 214:	Principles of Business	3
BUS 347:	Principles of Insurance	3
BUS 351:	Labor Problems	3
BUS 375:	Retailing	3
BUS 451:	Production Management	3

NOTE: Courses required in Business Management are considered electives for majors in Accounting and vice versa. Every student is required to take at least five (5) departmental elective courses.

COURSE SEQUENCE FOR BUSINESS MANAGEMENT MAJORS

MM

FIRST YEAR

<u>Course and Number</u>	<u>Fall Semester</u> <u>Credit</u>	<u>Spring Semester</u> <u>Credit</u>
ENG 151, 152 (2)	3	3
Humanities and Arts Electives (2)	3	3
HPE 141, 142	1	1



SCI 151, 152 (2)	3	3
Administrative and Urban Science Electives (2) .	3	3
MAT 151	3	—
BUS 213	—	<u>3</u>
	16	16

SECOND YEAR

<u>Course and Number</u>	<u>Fall Semester</u> <u>Credit</u>	<u>Spring Semester</u> <u>Credit</u>
BUS 211	3	—
BUS 261	3	—
BUS 265	—	3
BUS 341, 342	3	3
BUS 371	—	3
Electives (general)	9	6
Electives (departmental)	—	<u>3</u>
	18	18

THIRD YEAR

<u>Course and Number</u>	<u>Fall Semester</u> <u>Credit</u>	<u>Spring Semester</u> <u>Credit</u>
BUS 311, 312	3	3
BUS 361	3	—
BUS 381	—	3
BUS 413	3	—
Electives (general)	6	6
Electives (departmental)	<u>3</u>	<u>6</u>
	18	18

FOURTH YEAR

<u>Course and Number</u>	<u>Fall Semester</u> <u>Credit</u>	<u>Spring Semester</u> <u>Credit</u>
BUS 422	3	—
BUS 480	3	—
BUS 491	3	—
Electives (departmental)	3	—
Electives	—	<u>12</u>
	12	12

COURSE SEQUENCE FOR ACCOUNTING MAJORS

FIRST YEAR

<u>Course and Number</u>	<u>Fall Semester</u> <u>Credit</u>	<u>Spring Semester</u> <u>Credit</u>
ENG 151, 152 (2)	3	3
Humanities and Arts Electives (2)	3	3
HPE 141, 142	1	1
SCI 151, 152 (2)	3	3
Administrative and Urban Science Electives (2) .	3	3
MAT 151	3	—
BUS 213	—	3
	<u>16</u>	<u>16</u>

SECOND YEAR

<u>Course and Number</u>	<u>Fall Semester</u> <u>Credit</u>	<u>Spring Semester</u> <u>Credit</u>
BUS 211	3	—
BUS 261	3	—
BUS 341, 342	3	3
Electives (general)	9	9
Electives (departmental)	—	6
	<u>18</u>	<u>18</u>

THIRD YEAR

<u>Course and Number</u>	<u>Fall Semester</u> <u>Credit</u>	<u>Spring Semester</u> <u>Credit</u>
BUS 343, 344	3	3
BUS 345	3	—
BUS 349	—	3
BUS 381	—	3
BUS 413	3	—
Electives (general)	6	6
Electives (departmental)	3	3
	<u>18</u>	<u>18</u>

FOURTH YEAR

<u>Course and Number</u>	<u>Fall Semester</u>	<u>Spring Semester</u>
	<u>Credit</u>	<u>Credit</u>
BUS 414	3	—
BUS 417	—	3
BUS 419	3	—
BUS 491	3	—
Electives (general)	—	9
Electives (departmental)	<u>3</u>	<u>—</u>
	12	12

TOTAL: 128

By choosing required courses from the other area of concentration as departmental electives, and by substituting some general electives by departmental courses, a student can major with both the concentration, viz., Business Management and Accounting.

BUSINESS MANAGEMENT AND ACCOUNTING (BUS)

COURSE DESCRIPTIONS:

- 211 PRINCIPLES OF ECONOMICS (3):** A study of American economic institutions with emphasis open monetary systems, employment theory, business fluctuations and price analysis.
- 213 BUSINESS MATHEMATICS (3):** Technique and practice in the solution of the common mathematical problems encountered in ordinary operation of the business enterprise and various other organizations.
- 214 PRINCIPLES OF BUSINESS (3):** Designed to introduce students to the field of business and business concepts. The study of business environment, structure, and problems of business enterprise.
- 261 ELEMENTARY STATISTICAL METHODS (3) Pre: MAT 151:** Introductory course in statistics covering descriptive statistics and statistical inference; frequency distributions, measures of location, measures of variation, elementary probability, the theoretical, distributions, estimations, test of hypothesis, and correlation techniques, analysis of time series and computation of index numbers.



- 265 INTRODUCTION TO DATA PROCESSING (3):** Introduction to computer use in business; the study of capabilities and limitations of computers, preparation for junior and senior year use of digital computers in business administration, accounting and economics.
- 311 VALUE AND DISTRIBUTION (3) Pre: 211:** The study of price determination in various kinds of market structures, theories of micro-economics and factors allocations.
- 312 INCOME AND EMPLOYMENT (3) Pre: 211:** An analysis of the determination of the level of income and employment and the fiscal and monetary policies for economic stabilization. Emphasis on Keynesial Theory.
- 341 ACCOUNTING I (3) Pre: 213:** Deals with the theories of debits and credits, and principles of various accounting records, classification of accounts and problems of balance sheets and income statements.
- 342 ACCOUNTING II (3) Pre: 341:** More extensive and intensive study of accounting theory and how accounting can be applied to the keeping of records in various types of professional offices.
- 343 INTERMEDIATE ACCOUNTING I (3) Pre: 341, 342:** Application of accounting to special situations, such as taxation, business associations, factory and cost accounting.
- 344 INTERMEDIATE ACCOUNTING II (3) Pre: 341, 342, 343:** A study of current, noncurrent, and contingent liabilities and owner's equity accounts, preparation of statement of changes in financial position.
- 345 FEDERAL TAX ACCOUNTING (3) Pre: 212, 341:** The study of income tax concepts applicable to individuals and corporations. A survey of substantive federal tax provisions relating to corporations and partnerships with laboratory exercises in the preparation of tax returns for individuals, partnerships and corporations.
- 347 PRINCIPLES OF INSURANCE (3):** The study of the function of insurance in the economic life of business and individuals, risk planning, conservation and management.
- 349 COMPUTER AUGMENTED ACCOUNTING (3) Pre: 341, 342:** Electronic data processing system is introduced with major emphasis on accounting applications. The accounting cycle, inventory evaluation, interest, investment and fixed assets depreciation are among the accounting problems the students will deal with utilizing the computer.
- 351 LABOR PROBLEMS (3) Pre: 211:** A study of the impact of industrialization on the labor market and resulting economic problem areas of wages, working conditions, unemployment and disability. Labor

market institutions, unions and government, and effects of roles played by them in the economy.

- 361 FUNDAMENTALS OF MANAGEMENT (3):** A study of the functions of management; planning, organizing, directing, motivating, coordinating and controlling the activities of an administrative unit. Administrative decision-making, communication, and human relations will also be discussed.
- 371 MARKETING (3):** A study of the marketing structure of modern business organizations, and the organization and governing principles of the American system of distributing and marketing.
- 374 RETAILING (3):** The development of present retail structure, functions performed, principles governing effective operations, modern store policies and practices and managerial problems.
- 381 BUSINESS LAW (3):** A study of the substantive and procedural phases of the law met in everyday business activities.
- 413 BUSINESS FINANCE (3) Pre: 213, 341, 342:** A study of the fiscal policy and analysis of the fiscal device of various types of business establishments, including sources of income and necessities for expenditures.
- 414 COST ACCOUNTING (3) Pre: 341, 342:** A study of cost accounting systems with emphasis on the basic elements of manufacturing cost. Determination of standard costs, variance and budgetary controls of management decision making.
- 417 ADVANCED ACCOUNTING (3) Pre: 341, 342:** A study of special problems of partnership, home office and branch accounting corporate merger, acquisitions, liquidations, reorganizations and international operations.
- 419 AUDITING (3) Pre: 341, 342, 343:** A study of auditing reports, standards and procedures, verification of balance sheets and related nominal accounts in the framework of generally accepted accounting principles.
- 421 MODERN REAL ESTATE (3):** The theory and practical application of principles relating to modern real estate transactions.
- 422 MONEY AND BANKING (3):** A basic study of the principles and function of money. Attention will be directed to banking organization and operations with special emphasis on central banking in the United States.

- 451 PRODUCTION MANAGEMENT (3):** Analysis of the production-operating function in both manufacturing and non-manufacturing organizations. Developing production policies which support total organizational goals under varying constraints.
- 480 PERSONNEL MANAGEMENT (3):** A study of the methods and procedures used by industrial and financial organization in carrying out their basic personnel policies. It is based upon selection, training, and placing of individuals in industry. Emphasis also on techniques of interviewing.
- 491 SEMINAR IN BUSINESS ADMINISTRATION (3) Pre: Senior standing:** This seminar is intended to assist the advanced student in doing research in various phases of business administration. Previous knowledge of accounting, economics, finance, management, statistics and marketing will enable the students to solve selected business problems. Reports, oral and written, will be required.
- 492 INDEPENDENT STUDY (3):** Designed for the advanced student who has the initiative to conceptualize, formalize, and execute a research on his own with limited assistance from a faculty member in the department.

CRIMINAL JUSTICE ADMINISTRATION (PUB)

MAJOR FIELD REQUIREMENTS:

<u>Course</u>	<u>No.</u>	<u>Course Title</u>	<u>Credits</u>
PUB	200:	Introduction to the Administrative Process	3
PUB	203:	Statistics in Public Administration	3
PUB	216:	Criminology	3
PUB	217:	Public Speaking and Report Writing	3
PUB	226:	Public Finance and Budgeting	3
PUB	231:	Public Personnel Administration	3
PUB	314:	Introduction to Criminal Justice	3
PUB	315:	Law Enforcement Administration	3
PUB	320:	Public Organizational Theory, Behavior, and Decision Making	3
PUB	340:	Introduction to Judicial Administration	3
PUB	372:	Politics and Administration	3
PUB	401:	Management of State and Local Government	3
PUB	404:	Intergovernmental Relations in the U.S.	3
PUB	420:	Administration of Juvenile Justice	3
PUB	424:	Contemporary Correctional Administration	3
PUB	497:	Investigation and Report	3
TOTAL:			48



COURSE SEQUENCE FOR CRIMINAL JUSTICE MAJORS

FIRST YEAR

<u>Course and Number</u>	<u>Fall Semester</u>	<u>Spring Semester</u>
	<u>Credit</u>	<u>Credit</u>
ENG 151, 152 (2)	3	3
MAT 151	3	—
SCI 151, 152 (2)	3	3
HPE 141, 151	1	1
BES 201	3	—
BES 211	—	3
BUS 211	—	3
PHI 253	3	—
PHI 342	—	3
	<u>16</u>	<u>16</u>

SECOND YEAR

<u>Course and Number</u>	<u>Fall Semester</u>	<u>Spring Semester</u>
	<u>Credit</u>	<u>Credit</u>
PUB 200	3	—
PUB 203	—	3
PUB 210	3	—
PUB 217	3	—
PUB 314	3	—
PUB 315	—	3
PUB 340	—	3
UPO 211	3	—
UPL 211	—	3
BES 350	—	3
HAS 211, 212	3	3
	<u>18</u>	<u>18</u>

THIRD YEAR

<u>Course and Number</u>	<u>Fall Semester</u>	<u>Spring Semester</u>
	<u>Credit</u>	<u>Credit</u>
PUB 226	—	3
PUB 231	3	—
PUB 320	3	—

PUB 351	—	3
PUB 372	—	3
PUB 401	3	—
PUB 424	—	3
UPO 211	3	—
UPO 331	3	—
UPO 334	—	3
Electives (2)	<u>3</u>	<u>3</u>
	18	18

FOURTH YEAR

<u>Course and Number</u>	<u>Fall Semester</u> <u>Credit</u>	<u>Spring Semester</u> <u>Credit</u>
PUB 404	3	—
PUB 497	3	—
UPO 401	—	3
Electives	<u>9-12</u>	<u>9-12</u>
	15-18	12-15

TOTAL: 131 - 137

PUBLIC ADMINISTRATION
(PUB)

MAJOR FIELD REQUIREMENTS:

<u>Course</u>	<u>No.</u>	<u>Course Title</u>	<u>Credits</u>
PUB	200:	Introduction to the Administrative Process	3
PUB	201:	Public Administration Analysis	3
PUB	203:	Statistics in Public Administration	3
PUB	217:	Public Speaking and Budgeting	3
PUB	226	Public Finance and Budgeting	
PUB	217:	Public Speaking and Report Writing	3
PUB	226:	Public Finance and Budgeting	3
PUB	231:	Public Personnel Administration	3
PUB	314:	Introduction to Criminal Justice	3
PUB	320:	Organizational Theory and Behavior	3
PUB	326:	The Practice of Public Administration	3
PUB	340:	Introduction to Judicial Administration	3
PUB	351:	Urban Administration and Social Change	3

PUB	355:	Comparative Public Administration	3
PUB	358:	Philosophy of Public Administration	3
PUB	372:	Politics and Administration	3
PUB	401:	Management of State and Local Government	3
PUB	404:	Intergovernmental Relations in the U.S.	3
PUB	497:	Investigation and Report	3
		or	
PUB	498:	Internship in Criminal Justice Administration	<u>3</u>

TOTAL: 51-54

Plus elective courses to be taken in consultation with area adviser.

COURSE SEQUENCE FOR PUBLIC ADMINISTRATION MAJORS

FIRST YEAR

<u>Course and Number</u>	<u>Fall Semester</u>	<u>Spring Semester</u>
	<u>Credit</u>	<u>Credit</u>
ENG 151, 152 (2)	3	3
HPE 141, 151	1	1
MAT 151	3	—
SCI 151, 152 (2)	3	3
HAS 211, 212	3	3
BES 201	3	—
BES 211	—	3
PHI 253	<u>—</u>	<u>3</u>
	16	16

SECOND YEAR

<u>Course and Number</u>	<u>Fall Semester</u>	<u>Spring Semester</u>
	<u>Credit</u>	<u>Credit</u>
PUB 200	3	—
PUB 201	—	3
PUB 203	—	3
PUB 217	—	3
PUB 314	—	3
PUB 340	—	3
UPO 211	3	—
UPL 211	3	—

BUS 211.....	3	—
PHI 342.....	3	—
Electives (2).....	<u>3</u>	<u>3</u>
	18	18

THIRD YEAR

<u>Course and Number</u>	<u>Fall Semester</u>	<u>Spring Semester</u>
	<u>Credit</u>	<u>Credit</u>
PUB 226.....	—	3
PUB 231.....	3	—
PUB 320.....	3	—
PUB 326.....	3	—
PUB 351.....	—	3
PUB 355.....	—	3
PUB 372.....	—	3
PUB 401.....	3	—
UPO 223.....	—	3
UPO 331.....	3	—
Electives (2).....	<u>3</u>	<u>3</u>
	18	18

FOURTH YEAR

<u>Course and Number</u>	<u>Fall Semester</u>	<u>Spring Semester</u>
	<u>Credit</u>	<u>Credit</u>
PUB 358	—	3
PUB 404	3	—
PUB 497 or 498	3-6	—
UPO 401	—	3
Electives (2)	6	
Electives (3)	<u>—</u>	<u>6-9</u>
	12-15	12-15

7
TOTAL: 128-134

PUBLIC ADMINISTRATION/CRIMINAL JUSTICE
(PUB)

COURSE DESCRIPTIONS

200 CONCEPTS AND ISSUES IN PUBLIC ADMINISTRATION (3):

Theory and practice of government in differing environments, role of administrators, techniques of administration.

- 201 PUBLIC ADMINISTRATIVE ANALYSIS (3):** An exploration of the most effective methodologies and techniques available to public administrators who desire to effect management planning. We will stress nontraditional methods of analyzing bureaucratic structures.
- 203 STATISTICS IN PUBLIC ADMINISTRATION (3):** Elementary statistical techniques, descriptive measures, contingency, association and correlation of qualitative data, theory of sampling, means and proportion, theory of measurement and prediction.
- 216 CRIMINOLOGY (3):** Crime and its causation in relation to man and society in general. The law as a basic framework within which social deviation assumes its character as a criminal behavior as a product of economic determinism.
- 217 PUBLIC SPEAKING AND REPORT WRITING (3):** Practice in composition based on the study of expository writing in contemporary affairs, the sciences, and the arts. Training in fundamental processes of oral expressions; method of obtaining and organizing material; outlining; principles of attention and delivery.
- 226 PUBLIC FINANCE AND BUDGETING (3) Pre: 200:** Policies of fiscal administration and budgeting, political implications of the governmental budget process, revenue debt and treasury management, and the functions of accounting and financial reporting.
- 231 PUBLIC PERSONNEL ADMINISTRATION (3) Pre: 200 or consent of adviser:** Concepts of man and of work, manpower development, governmental personnel systems including merit concepts classification, testing, collective bargaining, training, and organizational development.
- 310 THE MINORITY AS A PUBLIC ADMINISTRATOR (3):** The values, skills, philosophies, and commitments required of blacks and other minorities in order to function effectively in an institutional leadership capacity. We will stress institutional, personnel, and community conflict that the minority public administrators will have to resolve.
- 314 INTRODUCTION TO CRIMINAL JUSTICE (3):** A comprehensive study of criminal justice through a survey of the structure, functions and problems of controlling criminal activity while preserving individual freedoms in a democratic interrelatedness of local, state and federal criminal justice agencies and other organizations that comprise the criminal justice system, and why that system should not be treated in isolation from other systems including governmental, legal, political and economic systems.

- 315 LAW ENFORCEMENT ADMINISTRATION (3):** The analysis of the organization, functions and contemporary issues of urban law enforcement in the United States at the local, state and federal levels. Emphasis on interdependence of law enforcement with other components of the criminal justice system. Implications of citizen involvement and the question of the appropriate function of law personnel in modern society.
- 320 PUBLIC ORGANIZATIONAL THEORY, BEHAVIOR, AND DECISION MAKING (3) Pre: 200 or consent of adviser:** Social, psychological, and behavioral, organization; concepts of administrative leadership, organization and the individual. Emphasis on governmental organizations.
- 326 THE PRACTICE OF PUBLIC ADMINISTRATION (3):** The evaluation of organizational theories relating to public institutions. The politics and boundaries for the public institutions will intensely be reviewed.
- 340 INTRODUCTION TO JUDICIAL ADMINISTRATION (3) Pre: 200 or consent of adviser:** Review evolution of administrative practices and contemporary developments in the field of judicial administration. Emphasis of the course is on the local, state and federal court systems and judicial administration. The results of recent research related to judicial administration are examined; the future of judicial administration is assessed.
- 351 URBAN ADMINISTRATION AND SOCIAL CHANGE (3) Pre: 200 or consent of adviser:** The theories and concepts of social change and their impact and relationships to the administrative process. An examination of social change in urban areas while focusing on the role of the administrator as a change agent within organizations.
- 355 COMPARATIVE PUBLIC ADMINISTRATION (3):** Methodology, theory, and models of comparison; functional processes of administration of developing nations compared; role of bureaucracy in development and nation-building.
- 358 PHILOSOPHY OF PUBLIC ADMINISTRATION (3):** History of administrative ideas; contemporary administrative theory; nature and meaning of public service agencies in society; values as factors in administration, current issues.
- 372 POLITICS AND ADMINISTRATION (3) Pre: 200 or consent of adviser:** Dichotomy between policy and administration. Is it a myth or reality? Process of decision-making in the management of urban communities.
- 401 MANAGEMENT OF STATE AND LOCAL GOVERNMENT (3) Pre: 200 or consent of adviser:** Problems of State and Local Government



in a Post-Industrial Society. Structures and functioning of State and Local Governments. The legal basis of state and local charters, an emphasis on North Carolina Governments.

- 404 INTERGOVERNMENTAL RELATIONS IN THE UNITED STATES (3) Pre: 401 or consent of adviser:** Constitution, political and administrative characteristics of American Federalism, including Regionalism, interstate compacts, grants-in-aid, monetary and fiscal policies.
- 406 TECHNIQUES OF MODERN MANAGEMENT (3):** Basic course in supervision and management covering: recruitment, retention, training, merit promotions, legislative liaison, medial records, property maintenance, line and staff functions, and role of the supervisor in administration.
- 412 MANAGEMENT OF HEALTH SERVICES (3):** Organizational characteristics of health agencies; management problems of program development, agency building, staffing, budgeting, and controlling, performance standards, research needs, interagency co-ordination.
- 414 ADMINISTRATION OF CRIMINAL JUSTICE (3):** Law and procedure affecting handling of criminal offenders; overview of institutional systems involved in administration of justice; theories concerning cause and treatment of crime.
- 416 COMPREHENSIVE PUBLIC ADMINISTRATION (3):** A blend of problems related to public personnel finance and budgeting, and administrative analysis, theories, and case studies.
- 420 ADMINISTRATION OF JUVENILE JUSTICE (3) Pre: 200 or consent of adviser:** Examines the problem of juvenile delinquency and related theoretical explanations, and assesses the structure and functions of the institutions which comprise the juvenile justice system.
- 424 CONTEMPORARY CORRECTIONAL ADMINISTRATION (3) Pre: 314 or consent of adviser:** Analyzes and evaluates contemporary correctional practices of local, state, and federal facilities and agencies, and assesses the influence of reform movements in corrections.
- 497 INVESTIGATION AND REPORT (3) Pre: 200 or consent of adviser:** Systematic analysis of special topics or areas of Criminal Justice Administration, i.e., judicial administration, juvenile justice administration, collective bargaining, scope and methods course, etc.
- 498 INTERNSHIP IN CRIMINAL JUSTICE ADMINISTRATION (3) Pre: 200 and consent of adviser:** Students will be assigned to various Criminal Justice agencies in their area of interest and will work under joint supervision of agency heads and the course instructor. Participation in staff and internship conferences.

- 499 SPECIAL STUDY (3) Pre: 12 upper division credits in Public Administration courses or in Criminal Justices courses with consent of adviser.** The student must be an approved candidate for graduation. The course is limited to seniors desiring to do extensive research in an area compatible to their major field of interest. A proposed draft of the student's intended studies must be submitted to, and approved by, the adviser prior to registering for this course. Normal completion time for this course will be six months but will not exceed twelve months from date of registration.

URBAN PLANNING (UPL)

MAJOR FIELD REQUIREMENTS:

<u>Course</u>	<u>No.</u>	<u>Course Title</u>	<u>Credits</u>
UPL	211:	Principles and Practice of Planning	3
UPL	214:	Housing and Government Related Programs	3
UPL	215:	Social Planning	3
UPL	311:	Regional Planning	3
UPL	353:	Methods and Approaches I	3
UPL	355:	Planning Process and Problems	3
UPL	411:	Land-Use Planning	3
UPL	420:	Community Analyses and New Town Development	3
UPL	491:	Planning Seminar	<u>3</u>
TOTAL:			27

Plus elective courses to be taken in consultation with area adviser.

COURSE SEQUENCE FOR URBAN PLANNING MAJORS

FIRST YEAR

<u>Course and Number</u>	<u>Fall Semester</u> <u>Credit</u>	<u>Spring Semester</u> <u>Credit</u>
ENG 151, 152 (2)	3	3
HPE 141, 151	1	1
Humanities and Arts Electives	3	3
MAT 151	3	—
SCI 151, 152 (2)	3	3
BES 201	3	—
BES 211	—	3
BUS 211	<u>—</u>	<u>3</u>
	16	16

SECOND YEAR

<u>Course and Number</u>	<u>Fall Semester</u>	<u>Spring Semester</u>
	<u>Credit</u>	<u>Credit</u>
PUB 200	3	—
UPL 211	3	—
UPL 214	—	3
UPL 215	3	—
UPL 311	—	3
UPL 353	3	—
UPL 355	—	3
UPO 211	—	3
Electives (free or required: consult adviser). . .	<u>6</u>	<u>3</u>
	18	15

THIRD YEAR

<u>Course and Number</u>	<u>Fall Semester</u>	<u>Spring Semester</u>
	<u>Credit</u>	<u>Credit</u>
UPL 411	3	—
UPL 420	—	3
Electives (free or required: consult adviser). . .	<u>12</u>	<u>15</u>
	15	18

FOURTH YEAR

<u>Course and Number</u>	<u>Fall Semester</u>	<u>Spring Semester</u>
	<u>Credit</u>	<u>Credit</u>
UPL 491	3	—
Electives (free or required: consult adviser)	<u>12</u>	<u>15</u>
	15	15

TOTAL: 128

URBAN PLANNING
(UPL)

COURSE DESCRIPTIONS

211 PRINCIPLES AND PRACTICES OF PLANNING (3): This course will



examine the dawn of urbanization and organized planning from early days until contemporary principles and practices of urbanized areas that are applied today. Assignments will center around social, political, economic and environmental forces that shape the character of urban areas.

- 214 HOUSING AND GOVERNMENT RELATED PROGRAMS (3):** An examination of public and private housing, particularly low-income housing. Also, practices of the department corporations and the Farmer's Home Administration will be examined as they affect the quality and quantity of housing.
- 215 SOCIAL PLANNING (3):** A scrutiny of policies and institutions that seek solutions to urban problems as well as study of those agencies and organizations that perpetuate many of our social problems. A great deal of emphasis will be placed on the development of social planning and its relationship to policy planning.
- 311 REGIONAL PLANNING ANALYSIS (3):** Examination of planning issues and problems of regional centers and metropolitan areas throughout the country. Primary concerns will be the allocation and availability of resources from economic development and the problems of conserving and protecting open spaces at the regional and metropolitan levels.
- 353 METHODS AND APPROACHES I (3):** The primary objective is to thoroughly acquaint the student with intricates required to develop a planning methodology. Emphasis is on conceptual approaches and discussions will center around current analytical techniques, network planning, goal setting, establishing objectives, system analysis, transportation systems, cost-benefit analysis, and relevancy of planning education.
- 354 METHODS AND APPROACHES II (3):** A study of planning methods.
- 355 PLANNING PROCESS AND PROBLEMS (3):** An in-depth study of planning components that form the planning process. A metropolitan area will be selected and all of its significant planning activities, problems and agencies that impact on planning will be studied.
- 411 LAND-USE PLANNING (3):** An analysis of developmental processes that help to shape the character of urban and rural areas. This course will, also, examine demographic (migration and mobility) and the impact of governmental decision on land-use policies.
- 412 PLANNING ANALYSIS (3):** This course is designed to acquaint the planning student with the techniques and problems involved in the increase and decrease in growth and development of metropolitan areas. A complete analysis will cover elements of urban areas that are

encountered by the planner.

- 415 ECONOMICS OF PLANNING (3):** This course covers three periods of economic development in this country; agriculture-industrial and service. Major emphasis will be placed on locational preferences of consumers and producers that lead to some growing regions growing faster than others in the three economic periods.
- 420 COMMUNITY ANALYSES AND NEW TOWN DEVELOPMENT (3):** The theory and practice of community development and new towns from Utopia to initiated developments today. Organizers and pioneers of new towns will be discussed in terms of their philosophies of what a town should consist of and how elements should be spatially distributed. Current movements in large-scale recreation communities and sizeable subdivisions will be examined.
- 491 PLANNING SEMINAR (3):** An overview of pertinent planning matters and other disciplines as they relate to the functions of urban and regional areas. The student will draw upon his academic learning and practical experience in an attempt to chart the present and future of planning from a policy standpoint.
- 492 INDEPENDENT STUDY (3):** Designed for the advanced student who has the initiative to conceptualize, formalize, and execute research with limited assistance from faculty members.

URBAN POLITICS (UPO)

MAJOR FIELD REQUIREMENTS:

<u>Course</u>	<u>No.</u>	<u>Course Title</u>	<u>Credits</u>
UPO	223:	United States Government	3
UPO	231:	The Politics of States and Urban Communities	3
UPO	311:	Poverty and Politics	3
		or	
UPO	334:	Constitutional Law	3
UPO	345:	Comparative Government and Politics	3
UPO	371:	Political Theory I	3
UPO	372:	Political Theory II	3
UPO	401:	Scope and Methods of Political Science	3
UPO	491:	Senior Seminar	3

TOTAL: 24

Plus five courses selected from the following:

HAS	151:	United States History I
HAS	152:	United States History II
INT	151:	Introduction to World Politics I
INT	152:	Introduction to World Politics II
INT	411:	United States Foreign Policy
PUB	203:	Statistics in Public Administration

COURSE SEQUENCE FOR URBAN POLITICS MAJORS

FIRST YEAR

<u>Course and Number</u>	<u>Fall Semester</u>	<u>Spring Semester</u>
	<u>Credit</u>	<u>Credit</u>
ENG 151, 152 (2)	3	3
HPE 141, 151	1	1
Humanities and Arts Electives (2)	3	3
MAT 151	3	—
SCI 151, 152 (2)	3	3
BES 201	3	—
BES 211	—	3
UPO 223	—	3
	16	16

SECOND YEAR

<u>Course and Number</u>	<u>Fall Semester</u>	<u>Spring Semester</u>
	<u>Credit</u>	<u>Credit</u>
BUS 211	—	3
PUB 203	3	—
UPL 211	—	3
UPO 211	3	—
UPO 223	—	3
UPO 311 or 334	—	3
HAS 151, 152	3	3
INT 352	3	—
Electives (free or required: consult adviser) ...	6	3
	18	18

THIRD YEAR

<u>Course and Number</u>	<u>Fall Semester</u>	<u>Spring Semester</u>
	<u>Credit</u>	<u>Credit</u>
INT 411	—	3



UPO 345.....	—	3
UPO 371, 372.....	3	3
UPO 401.....	3	—
Electives (free or required: consult adviser). . .	<u>9</u>	<u>6</u>
	15	15

FOURTH YEAR

<u>Course and Number</u>	<u>Fall Semester</u>	<u>Spring Semester</u>
	<u>Credit</u>	<u>Credit</u>
UPO 491.....	3	—
Electives (free or required: consult adviser). . .	<u>12</u>	<u>15</u>
	15	15

TOTAL: 128

URBAN POLITICS (UPO)

COURSE DESCRIPTIONS

- 211 INTRODUCTION TO POLITICAL SCIENCE (3):** Introduction to concepts, organization, and terminology of government. Basic introductory material for the study of political parties and electoral systems. The course will allow for deeper examination of participation of the poor and minority groups in the political process.
- 223 UNITED STATES GOVERNMENT (3):** This is a basic course in the American political system.) Detailed coverage will be made of the origin, structure, functions and current trends of national government.
- 231 THE POLITICS OF STATES AND URBAN COMMUNITIES (3):** Examination of state and local governments, political participation, political parties at the state level, the politics of the state executive and state legislatures, power structure in the city, and forces affecting contemporary issues of public policy.
- 321 BLACK POLITICS (3):** The role of the blacks in the political process on the local, state and national levels. Special attention will be given to ways and means in which the black community could articulate its interest and increase its political power.
- 331 LEGAL PROCESS (3):** A study of the legal process will include an examination of judicial decision-making, the organizations and jurisdiction of courts, relationship to the executive and legislative branches. Special emphasis will be given to civil rights and contemporary legal problems.

- 334 CONSTITUTIONAL LAW (3):** A study of the origin and growth of the United State Constitution. Problems of interpretation and adaption to contemporary needs. "Defacto" and "de jure" constitutional concepts. Attention is given to the nature and operation of the United States Supreme Court and its role in the development of constitutional law.
- 345 COMPARATIVE GOVERNMENT AND POLITICS (3):** The course will give an overview of conceptual and methodological questions, a comparative analysis of the political processes, political institutions and government structures of selected Western, non-Western and developing political systems.
- 371 POLITICAL THEORY I (3):** Study of major political thinkers and their contributions from Plato through the theorists of the French Revolution.
- 372 POLITICAL THEORY II (3):** A critical consideration of modern political thinkers from Marx to Niebuhr, Malcolm X, and Fanon.
- 401 SCOPE AND METHODS OF POLITICAL SCIENCE (3):** Development of the discipline to its present state, nature of political inquiry and major approaches to the study of politics will be examined. Special attention will be given to empirical methods of political research.
- 491 SENIOR SEMINAR (3):** Advanced topics.
- 492 INTERNSHIP I (6):** Designed to give the student the opportunity to observe the political process in action on the state and local levels.



SHAW UNIVERSITY



DIVISION OF HUMANITIES
AND ARTS

THE DIVISION OF HUMANITIES AND ARTS

PHILOSOPHY: The Division of Humanities and Arts is integrative in its emphasis, presupposing a broad and interdisciplinary context of studies in the arts and sciences of human expression and value. This concept arises out of the literal as well as the symbolic meaning of "humanities", that is the idea of exploring questions concerning human experience, its joys and sorrows, its highs and lows, its good and evil, its creativity and its destructiveness, and its mundane and imaginative impulses. Thus, students seeking a major in one of the areas of instruction in this division will be exposed to a broad range of courses both within and outside the division. Students are urged to exercise their freedom in selecting courses from the arts and sciences for the purpose of exploring and identifying themselves, their society and their world.

OBJECTIVES: The primary objective of the Division of Humanities and Arts is to develop to the students' best abilities their knowledge and synthesis of the arts, the important ideas of the past and present cultures and sub-cultures for the purpose of making viable judgements, both specialized and generalized, about themselves, their society and their world.

Divisional Course Requirements: Beyond the Core Curriculum, students in the Division of Humanities and Arts have only to complete the requirements in their major field and the university graduation requirements to earn a bachelor of arts degree; however, students also seeking certification by the North Carolina State Department of Public Instruction must take the additional required courses in Teacher Education.

ART

(ART)

- 190 INTRODUCTION TO THE VISUAL ARTS (3):** An introductory survey of the visual arts (painting, sculpture, and architecture) from prehistoric times to the present, with an emphasis on representative works of major periods and cultures.
- 222 DRAWING AND COMPOSITION (3):** An introduction to the principles and techniques of representational drawing and the investigation of various media.
- 230 THE BLACK EXPRESSION (3):** Basically, an art history course dealing primarily with the artistic expressions of the peoples of Africa, Haiti, and Black America. Recommended for the student capable of independent research.
- 313 BASIC DESIGN (3):** A study of art fundamentals. Projects are

assigned to facilitate investigations in line, form, color and texture.

- 331 SCULPTURE AND THREE-DIMENSIONAL DESIGN I (3): Pre: 313:** A study in volume design with exploration in various materials and sculptural techniques, and some direct carving in wood and stone. Fee: \$5.00.
- 332 SCULPTURE AND THREE-DIMENSIONAL DESIGN II (3): Pre: 313 and 331:** Advanced work in sculptural techniques with concentration in one of the permanent media. Fee: \$5.00.
- 411 CERAMICS I (3):** A study in pottery design and production and uses of ceramic materials. Practice in the basic hand-building techniques involving the slab, coil, and pinch methods and firing practices. Fee: \$7.00.
- 412 CERAMICS II (3): Pre: 411:** Advanced study in pottery designs and production, and uses of ceramics. Fee: \$7.00.
- 413 CRAFTS (3):** A workshop in the development and fabrication of such projects as enameling, hooked rugs, wall-hangings, candles, macramé, weaving. Students must supply their own materials.
- 421 GRAPHIC DESIGN (3) Pre: 222 and 313 or by permission:** Etching and engraving, monotype, dry-point, sugar-lift and aquatint with some basic instruction in layout and paste-up techniques. Fee: \$5.00.
- 423 TWENTIETH CENTURY ART (3) Pre: 190:** An analysis and interpretation of contemporary American and European art as it has evolved from the late nineteenth century to the present. An effort is made to identify major and significant developments in painting and sculpture.
- 431 PAINTING I (3) Pre: 322, 313 or by permission:** An introductory course in painting designed to expose the student to the use of color and basic techniques in water color, oil, acrylic, and other accepted media.
- 432 PAINTING II (3) Pre: 222, 313, 431, or by permission:** Advanced painting and continuation of Painting I.
- 490 ARTS IN THE ELEMENTARY AND SECONDARY SCHOOL (3):** Practice in art for the classroom teacher in accordance with evaluations prescribed by the State Department of Public Instruction. The course is designed for those students who plan to teach art in the public schools, and is geared toward curriculum planning, organization, and classroom teaching. Students will be required to make observations in the public schools. See EDU 455.

ENGLISH (ENG)

MAJOR FIELD EQUIREMENTS:

<u>Course</u>	<u>No.</u>	<u>Course Title</u>	<u>Credits</u>
ENG	212:	English Literature I	3
ENG	213:	English Literature II	3
ENG	215:	History of the English Language	3
ENG	220:	American Literature I	3
ENG	221:	American Literature II	3
ENG	230:	World Literature	3
ENG	240:	Afro-American Literature I	3
ENG	241:	Afro-American Literature II	3
ENG	321:	Shakespeare I	3
ENG	322:	Shakespeare II	3
ENG	331:	Advanced Gramar	3
ENG	332:	Advanced Composition	3
ENG	421:	Theatre Workshop	3
REA	409:	Teaching of Reading	3
TOTAL:			42

Major Field Electives: (5 required)

ENG	410:	The Novel
ENG	411:	The Short Story
ENG	412:	Modern Poetry
ENG	413:	Contemporary Prose
ENG	414:	Modern Drama
ENG	481:	Senior Seminar

History:

HAS	211:	Western Civilization I
HAS	212:	Western Civilization II

Foreign Language:

FRE	151:	Elementary French I
FRE	152:	Elementary French II
FRE	153:	Intermediate French I
FRE	154:	Intermediate French II

Teaching Majors:

EDU	211:	American School System
EDU	212:	Educational Psychology
EDU	216:	Field Laboratory Experience

EDU 316:	Field Laboratory Experience
EDU 416:	Field Laboratory Experience
EDU 322:	Adolescent Psychology
EDU 323:	The Role of the Teacher
EDU 480:	Student Teaching and Seminar
EDU 490:	Methods and Materials

COURSE SEQUENCE FOR ENGLISH MAJORS

FIRST YEAR

<u>Course and Number</u>	<u>Fall Semester</u>	<u>Spring Semester</u>
	<u>Credit</u>	<u>Credit</u>
ENG 151, 152.....	3	3
HPE 141, 151.....	1	1
MAT 151.....	3	—
SCI 151, 152.....	3	3
Administrative and Urban Science Electives (2) .	3	3
ENG 212, 213.....	3	3
REA 409	—	3
	<u>16</u>	<u>16</u>

SECOND YEAR

<u>Course and Number</u>	<u>Fall Semester</u>	<u>Spring Semester</u>
	<u>Credit</u>	<u>Credit</u>
ENG 215.....	3	—
FRE 151, 152.....	6	—
HIS 211, 212.....	3	3
EDU 212.....	3	—
ENG 220.....	3	—
ENG 221.....	—	3
FRE 153, 154.....	—	6
EDU 323	—	3
ENG 321.....	—	3
	<u>18</u>	<u>18</u>

THIRD YEAR

<u>Course and Number</u>	<u>Fall Semester</u>	<u>Spring Semester</u>
	<u>Credit</u>	<u>Credit</u>
ENG 230.....	3	—
ENG 240, 241.....	3	3

ENG 322.....	—	3
ENG 331, 332.....	3	3
ENG 410.....	3	—
ENG 412.....	—	3
EDU 212.....	3	—
EDU 216.....	1	—
EDU 316.....	—	1
EDU 322.....	<u>—</u>	<u>3</u>
	16	16

FOURTH YEAR

<u>Course and Number</u>	<u>Fall Semester</u>	<u>Spring Semester</u>
	<u>Credit</u>	<u>Credit</u>
ENG 411.....	3	—
ENG 413.....	3	—
ENG 414.....	3	—
THR 421.....	3	—
EDU 416.....	1	—
EDU 480.....	—	12
EDU 490.....	<u>3</u>	<u>—</u>
	16	12

TOTAL: 128

ENGLISH
(ENG)

COURSE DESCRIPTIONS

- 150 ENGLISH I (3):** Basic English grammar. The course is designed to remove serious deficiencies in a student's pre-college training in basic English grammar. The major thrust of the course is toward the mastery of speaking and the writing of various kinds of sentences. Basic paragraph development is introduced.
- 151 ENGLISH II (3):** An intensive study in the development of the different kinds of paragraphs leading to the construction of the longer forms: exposition, description, narration, argumentation.
- 152 ENGLISH III (3):** A continuation of English 151 in implementing the longer forms of writing. Emphasis will be placed on précis, paraphrase, business letters of various kinds, resume, and research paper.
- 212 ENGLISH LITERATURE I (3):** A survey study of representative

British literature from the Old English to the Neo-Classical periods. Emphasis is placed on major works.

- 213 ENGLISH LITERATURE II (3):** A survey study of representative British literature from the Romantics to the Twentieth Century. Emphasis is placed on major works.
- 215 HISTORY OF THE ENGLISH LANGUAGE (3):** A study of the origins and development of the English language with particular emphasis on words and forms.
- 220 AMERICAN LITERATURE I (3):** A survey of representative American literature from its beginning to the late Nineteenth Century. Emphasis is placed on major works.
- 221 AMERICAN LITERATURE II (3):** A survey of representative American literature from the late Nineteenth century to the present. Emphasis is placed on major works.
- 230 WORLD LITERATURE I (3):** A survey study of representative works from Western Civilization, from Homer to Shakespeare.
- 231 WORLD LITERATURE II (3):** A survey study of representative works from Western Civilization, from Shakespeare to the present.
- 240 AFRO-AMERICAN LITERATURE I (3):** A study of Afro-American Literature from its beginning to 1920.
- 241 AFRO-AMERICAN LITERATURE II (3):** A study of Afro-American Literature from the Harlem Renaissance to the present. Emphasis on major writers.
- 300 WRITING LABORATORY (0):** A remedial course in composition designed for those students who fail the English Proficiency Examination.
- 321 SHAKESPEARE I (3): Pre: 212:** A study of Shakespeare, the man, and his principal works from 1564-1594.
- 322 SHAKESPEARE II (3) Pre: 321:** A continuation of Shakespeare with emphasis on major works from 1595-1616.
- 331 ADVANCED GRAMMAR (3) Pre: Consent of instructor:** An intensive study and review of the structural principles of traditional and modern generative grammar.
- 332 ADVANCED COMPOSITION (3) Pre: Consent of instructor:** An intensive exercise in critical and expository writing with emphasis on the development of style.

- 410 THE NOVEL (3):** A study of the development of the novel from the eighteenth century. Extensive reading is required.
- 411 THE SHORT STORY (3):** A study of the development of short fiction. Extensive reading is required.
- 412 MODERN POETRY (3):** A study of representative American and British poetry from the Twentieth Century. Extensive reading is required.
- 413 CONTEMPORARY PROSE (3):** A study of representative contemporary prose. Extensive reading is required.
- 414 MODERN DRAMA (3):** A study of dramatic literature from Ibsen to the present. Extensive reading is required.
- 481 SENIOR SEMINAR (3):** Designed to give English majors the opportunity to do independent research and to present their findings to the English faculty at a designated time. (Consent of instructor).
- 490 METHODS AND MATERIALS FOR TEACHING IN SECONDARY SCHOOLS (3):** A comprehensive study of the various contemporary methods of teaching English and a comparison/contrast of the methods with those used by great teachers of the past. Vast amounts of materials, both visual and audio, will be investigated.

FOREIGN LANGUAGES

ARABIC (ARB)

COURSE DESCRIPTIONS:

- 151 ARABIC I (3):** Designed to acquaint the student with the Arabic alphabet, numerals, and simple grammar in addition to easy translation.
- 152 ARABIC II (3) Pre: 151:** A brief review of 151, drill in pronunciation, translation, conversation, and writing. Reading of simple materials is required.
- 153 ARABIC III (3) Pre: 152:** Intensive practice in grammar, reading and writing.
- 154 ARABIC IV (3) Pre: 153:** A continuation of 153, with additional readings in Arabic literature and a study of Arabic culture.

**FRENCH
(FRE)**

- 151 ELEMENTARY FRENCH I (3) Co: 152:** A coterminous course with 152 designed to provide the student with a basic knowledge of the French language, including, pronunciation and the basic elements of grammar with emphasis on comprehension, speaking, writing, and the reading of simple French texts.
- 152 ELEMENTARY FRENCH II (3) Co: 151:** A coterminous course with 151 and continuation of basic skills in French.
- 153 INTERMEDIATE FRENCH I (3) Co: 154:** A coterminous course with 154 designed to intensify the student's knowledge of French and the French people, to increase the student's fluency in spoken French, review and reinforce the student's knowledge of French grammar, and acquaint the student with some works of French literature and aspects of French life and culture.
- 154 INTERMEDIATE FRENCH II (3) Co: 153:** A continuation of 153.
- 222 BASIC CONVERSATIONAL FRENCH (3) Pre: 154:** Intensive oral practice to improve comprehension and speaking abilities and to increase the student's vocabulary.
- 322 FRENCH CIVILIZATION (3) Pre: 154:** A study of the political, historical and artistic developments in France starting at the time of ancient Gaul with particular attention to current French civilization.
- 330 EARLY FRENCH LITERATURE (3) Pre: 154:** A survey of early French literature from Les Chansons de Geste and Les Romans Courtois to Francois Villon and the Renaissance.
- 331 LE GRAND SIECLE (3) Pre: 154:** A survey of 17th century French literature, including Pascal, Descartes, La Fontaine, La Rochefoucauld, Corneille, Racine, Moliere and others.
- 332 LE SIECLE DES PHILOSOPHES (3) Pre: 154:** A survey of the philosophical and social outlook of the Eighteenth century as reflected in the works of the social philosophers and encyclopedists: Montesquieu, Voltaire, Rousseau, Diderot, and others.
- 333 FRENCH LITERATURE FROM ROMANTICISM TO REALISM (3) Pre: 154:** A detailed study of French literature starting with some of the late works of Rousseau by way of Chateaubriand, Hugo, Balsac, Flaubert, etc., to Emile Zola.
- 334 CONTEMPORARY FRENCH LITERATURE (3) Pre: 154:** A detailed study of French literature from Symbolism by way of Proust, Gide,

the Surrealist poets, Malraux, Giraudoux and others to the existentialists, the Theatre of the Absurd and the nouveau roman.

GERMAN (GER)

- 151 ELEMENTARY GERMAN FOR SCIENCE MAJORS I (3) Co: 152:**
A coterminous course with 152 designed to provide a basic knowledge of the German language with emphasis on reading, listening to and understanding both written and spoken German. Also, to familiarize the student with German pronunciation and the basic elements of German grammar and sentence structure.
- 152 ELEMENTARY GERMAN FOR SCIENCE MAJORS II (3) Co: 151:**
A coterminous course with 151 and a continuation of 151.
- 211 SCIENTIFIC GERMAN (3) Pre: 151, 152:** Designed to enable the student to read progressively difficult scientific German texts and to understand, answer and, if necessary, compose simple questions related to the text.

SPANISH (SPA)

- 151 ELEMENTARY SPANISH I (3):** This course and the one following it is an introduction to the Spanish language through listening practice, conversation, simple readings, and elementary writing.
- 152 ELEMENTARY SPANISH II (3):** A continuation of 151.
- 153 INTERMEDIATE SPANISH CONVERSATION AND GRAMMAR (3)**
A continuation of Elementary Spanish with expanded opportunities for comprehension and speaking proficiency.
- 154 INTERMEDIATE SPANISH COMPOSITION AND GRAMMAR (3):**
A continuation of Spanish 153 with expanded opportunities for reading and writing proficiency.

GEOGRAPHY (GEO)

COURSE DESCRIPTIONS:

- 211 PRINCIPLES OF GEOGRAPHY (3):** A study of the natural environment as related to man and his activities.

LIB 450

Seminar

3

The first seminar (250) will be taken during the first year of a student's enrollment in the program; the second and third seminars (350, 450) are to be taken during the last year of the student's study.

3. Satisfactory completion of the university's requirement of 127 (minimum) semester hours of credit.

In addition:

1. A student interested in pursuing a bachelor of arts degree in Liberal Studies should consult with the Head of Liberal Studies.

2. If the Head of Liberal Studies decides, after reviewing the student's record and after consultation with the student, that the student may enroll in the program, the student's advisory committee will be established. The advisory committee will consist of the Head of Liberal Studies, the student and one or two faculty members around whose areas the student plans to build a course of study.

3. During the first semester of the student's enrollment in the program the student, in consultation with the advisory committee, will develop a course of study which he or she intends to pursue for the remainder of his or her enrollment at the university. The course of study must be approved by the advisory committee. It should be flexible enough to allow for alteration and revision, but it should be definite enough to show a clear pattern and direction of study.

LIBERAL STUDIES (LIB)

COURSE DESCRIPTIONS:

250 SEMINAR (3): The seminar shall undertake to introduce the student to the interrelatedness of various disciplines which may be involved in the questioning and understanding of common issues and inquire into the ground of any conditions for such relatedness for the purpose of gaining a method for carrying on a meaningful study which involves the student in several discipline areas.

450 SEMINARS (6): The seminars shall involve a discussion of the various study projects of the seminar participants for the purpose of inquiring whether and how such projects may contribute to the understanding of a common issue; of seeing to what extent a knowledge of another's area and approach enriches one's own work; of establishing the basis

for evaluating this interrelatedness and enrichment, and; of questioning, finally, whether truth and human understanding are non-disciplinary in nature. How do we understand and evaluate the relation in our knowledge and research between the disciplinary and the non-disciplinary.

481 INDEPENDENT STUDY (3): A study developed by the student and undertaken independently with the instructor.

495 CULMINATING STUDY (3): The culminating study shall be presented in the form of a written document or of a project. The intention of the study, as the name suggests, shall be to focus the student's effort on the bringing together of the various facets of his/her study into a statement or project which will show their integration in understanding.

MUSIC (MUS)

MAJOR FIELD REQUIREMENTS:

<u>Course</u>	<u>No.</u>	<u>Course Title</u>	<u>Credits</u>
MUS	150:	Secondary Piano (for non-keyboard majors only)	1
MUS	151:	Secondary Piano II	1
MUS	211:	Harmony I	3
MUS	212:	Harmony II	3
MUS	252:	Guitar I	1
MUS	253:	Guitar II	1
MUS	311:	Harmony III	3
MUS	312:	Advanced Harmony and Counterpoint IV	3
MUS	441:	Music History, Form and Analysis I	3
MUS	442:	Music History, Form and Analysis II	3
MUS	454	String Techniques	2
MUS	456:	Brasswind Instrumental Methods	2
MUS	457:	Woodwind Instrumental Methods	2
MUS	458:	Percussion Instrumental Methods	2
MUS	465:	Conducting	3
MUS	466:	Orchestration	3
MUS	471:	Elementary Education Music Methods	3
MUS	490:	Secondary Education Music Methods	3
TOTAL:			42

In addition, the student must take MUS 215 or 216 each semester plus the following courses in their chosen area of either voice, piano, guitar, hand or orchestral instruments:

MUS 250:	Applied Music (in chosen instrument or voice)
MUS 251:	Applied Music (in chosen instrument or voice)
MUS 350:	Applied Music (in chosen instrument or voice)
MUS 351:	Applied Music (in chosen instrument or voice)
MUS 450:	Applied Music (in chosen instrument or voice)
MUS 451:	Applied Music (in chosen instrument or voice)
MUS 495:	Applied Music (in chosen instrument or voice)
MUS 496:	Applied Music (in chosen instrument or voice)
	(all with bimonthly seminars)

Majors are also required to perform on at least one student recital each semester enrolled in applied music and to prepare and present a senior recital (MUS 496) during the senior year.

All majors must take all required Teacher Education courses. The completion of all required courses and electives leads to the Bachelor of Arts in Music Education.

COURSE SEQUENCE FOR MUSIC MAJORS*

FIRST YEAR

<u>Course and Number</u>	<u>Fall Semester</u>	<u>Spring Semester</u>
	<u>Credit</u>	<u>Credit</u>
Administrative and Urban Science Electives (2) .	3	3
ENG 151, 152 (2)	3	3
HPE 141, 151	1	1
SCI 151	—	3
MAT 151	3	—
MUS 150, 151	1	1
MUS 211, 212	3	3
MUS 215 or 216	1	1
MUS 250, 251	<u>1</u>	<u>1</u>
	16	16

SECOND YEAR

*Teaching Majors. Non-teaching majors should consult with area advisor.

<u>Course and Number</u>	<u>Fall Semester</u> <u>Credit</u>	<u>Spring Semester</u> <u>Credit</u>
Humanities and Arts Electives (2).....	3	3
Elective (1)	—	3
MUS 215 or 216	1	1
MUS 252, 253.....	1	1
MUS 311, 312.....	3	3
MUS 350, 351.....	1	1
MUS 454	—	2
MUS 457.....	2	—
MUS 458.....	2	—
SCI 152.....	3	—
EDU 211, 212	<u>3</u>	<u>3</u>
	19	19

THIRD YEAR

<u>Course and Number</u>	<u>Fall Semester</u> <u>Credit</u>	<u>Spring Semester</u> <u>Credit</u>
MUS 215 or 216	1	1
MUS 441, 442	3	3
MUS 450, 451.....	1	1
MUS 465.....	—	3
MUS 466.....	—	3
Elective (1).....	3	—
Elective (1).....	3	—
EDU 216.....	1	—
EDU 316	—	1
EDU 322.....	—	3
EDU 323.....	—	3
EDU 471.....	<u>—</u>	<u>3</u>
	18	18

FOURTH YEAR

<u>Course and Number</u>	<u>Fall Semester</u> <u>Credit</u>	<u>Spring Semester</u> <u>Credit</u>
MUS 215 or 216	1	1
MUS 495.....	1	—
MUS 496.....	—	1
Elective (1).....	3	—

Elective (1).	3	—
EDU 415.	3	—
EDU 416	1	—
EDU 480.	—	12
EDU 490.	<u>3</u>	<u>—</u>
	15	14

TOTAL: 136

MUSIC

COURSE DESCRIPTIONS

- 150 SECONDARY PIANO (1):** Instruction in piano designed to develop fundamental technical knowledge at the keyboard. This course is designed for the non-keyboard music major.
- 151 SECONDARY PIANO (1):** Continuation of 150.
- 211 HARMONY I (3):** A study of notation, scales and intervals in all keys, ear training, sight singing, melodic dictation and simple triads.
- 212 HARMONY II (2):** Primary and secondary triads and their inversions in major and minor introduction to diatonic 7th chords; sight singing, melodic and harmonic dictation, and keyboard harmony.
- 215 UNIVERSITY CHORALE (1):** Open to all students. Extensive rehearsal and performance required.
- 216 UNIVERSITY BAND (1):** Open to all students. Study of repertoire from all eras, development and study of ensemble playing, rehearsal techniques, preparation and presentation of concerts.
- 225 MUSIC APPRECIATION (3):** A non-technical survey. The Baroque and Classical periods.
- 226 MUSIC APPRECIATION (3):** A non-technical survey. Romantic through Twentieth Century music.
- 230 EDUCATION/MUSIC - THE ELEMENTS OF MUSIC (3):** For elementary education majors. Rudiments of musical notation and structure, fundamental training in reading music, using elementary school song material.
- 250 APPLIED MUSIC (1):** 1st Year Classification. Private lessons in instrument or voice or piano. Intensive practice. Fee of \$22.50.

- 251 APPLIED MUSIC (1):** Continuation of 250. Additional fee of \$22.50.
- 252 GUITAR I (1):** Group instruction in the fundamental principles of guitar playing. Open to music majors and to other students by permission of the instructor.
- 253 GUITAR II (1):** A continuation of 252.
- 311 HARMONY III (3):** Utilization of extended chords and further application of sight singing, melodic and harmonic dictation.
- 312 ADVANCED HARMONY AND COUNTERPOINT IV (3):** Continuation of 311 with emphasis on melodic construction. Introduction to modal and tonal counterpoint.
- 350 APPLIED MUSIC (1):** 2nd year classification. Private lessons in instrument or voice or piano and intensive practice. Additional fee \$22.50.
- 351 APPLIED MUSIC (2):** Continuation of 350. Additional fee \$22.50.
- 441 MUSIC HISTORY - FORM AND ANALYSIS (3):** A survey of music, ancient forms through the Baroque period.
- 442 MUSIC HISTORY - FORM AND ANALYSIS (3):** Classical through Twentieth Century music.
- 450 APPLIED MUSIC (1):** 3rd Year Classification. Private lessons: Voice, Piano, Instrument. Additional fee \$22.50.
- 451 APPLIED MUSIC (1):** Continuation of 450. Additional fee \$22.50.
- 453 JAZZ IMPROVISATION (2):** Music elective for music majors. Melodic and harmonic creation on the basis of rhythmic vitality, making use of elementary and advance forms, chord structures, and chromatic alterations.
- 454 STRING TECHNIQUES CLASS (2):** Required course for all music majors. The study of stringed instruments (violin, viola, cello, bass) in a heterogeneous class with emphasis on general principles of string playing and teaching methods for use in beginning and intermediate instruction in the schools.
- 456 BRASSWIND INSTRUMENTAL METHODS (2):** Heterogeneous class in fundamentals of embouchure for motion, fingering, playing, breathing, principles of pedagogy, relating to bass instrument's use and relationship for band methods and materials.
- 457 WOODWIND INSTRUMENTAL METHODS (2):** Techniques and

methods of playing and teaching woodwind instruments.

- 458 PERCUSSION INSTRUMENTAL METHODS (2):** Fundamentals of drumming, principles of pedagogy relating to the instrument and its family; its use and relationship in the band; methods, materials and history.
- 464 BAND ARRANGING (3):** Study of band instruments, transpositions, their ranges, musical functions, technical and tonal possibilities; arranging of various kinds of pieces for different small ensemble combinations and the concert band.
- 465 CONDUCTING (3):** Theory and practice of conducting, basic skills, score reading and rehearsal techniques.
- 466 ORCHESTRATION (3):** The study of orchestral instruments, scoring for small ensembles and for the full orchestra.
- 471 ELEMENTARY MUSIC METHODS (3):** A survey-study of the methods and materials for teaching music in the elementary school.
- 490 SECONDARY MUSIC METHODS (3):** A survey-study of the methods and materials for teaching music in the secondary school.
- 495 APPLIED MUSIC (1):** 4th Year Classification. Private instruction: Voice, Piano, Instrument.
- 496 APPLIED MUSIC (1):** Senior recital or thesis. Additional fee \$22.50.

PHILOSOPHY (PHI)

COURSE DESCRIPTIONS:

- 240 QUESTION AND BEING (3):** Essential to being human is to question humanness and world? Where does the question receive and find its proper direction and limits in human existence? Courses offered in this series shall undertake a preliminary task: to allow the student to become involved in questioning the nature and limits, not only of his/her own thinking and being, but of the world's being and movement. To achieve this task, the course shall attempt a dialogue presenting the world situation and the thinking of the past. The direction of a particular course will be set by focusing upon specific problems and areas of questioning such as: the division in our thinking between "objective

knowledge" and "subjective experience", freedom and change, truth and beauty, the perception of feeling, the question of persons, of gods and men.

- 251 POETRY AND LANGUAGE (3):** Poetry is not an embellishment or an ornament of language, nor is it simply the expression of feeling, leaving thinking to philosophy and "common sense". Rather, poetry holds within it the essence of language and thinking, and it is the poet who leads the thinker. The course shall undertake an inquiry of this thesis through a dialogue with the poets and thinkers.
- 252 MYTH AND REALITY (3):** The world of language is the field of activity or the form of participation where the reality of man and the world are revealed and celebrated. Reality, then, is not something ready-made, to be labeled with words, but becomes what is through the power of language itself. Mythical thinking is this field of activity which underlies all forms of human expression and understanding. Through an inquiry into myth, dance, drama, and fiction, the course shall undertake a discussion of their being upon reality and thinking.
- 253 VISION AND PERCEPTION (3):** Is the perceived world simply the sum of objects identified by as detached observed, controlled by verifiable propositions, and secured by rational principles? Or is perception rather the activity of bodily-consciousness in the world which forms the foundation of all thinking, value and existence? The course attempts to expose the nature of perception through a discussion of music, art and beauty, and to articulate an understanding of vision as the projection of perception which catches a glimpse of hidden forms and meanings in the world of the present.
- 341 THE ORIGINS OF TECHNOLOGY (3):** The present technoelectronic age places into question man's understanding of himself as a person and his relationship to the world. This course undertakes an inquiry into the origins of technology for the purpose of exposing the essential relation of man to his work in the world.
- 342 SCIENCE AND IMAGINATION (3):** The conventional understanding of scientific inquiry claims that its methods yield "precise" and "objective" knowledge. In effect, man becomes a spectator, detached, from what he knows. In thinking through the basis of "scientific" knowledge, this course shall place into question the claim for objectivity as an appropriate description for how man knows, and shall investigate what significance and understanding of the imagination has for knowledge of any kind.
- 343 EARTH, WORLD AND CONSCIOUSNESS (3):** "The mind is the meaning of the body". The purpose of the course shall be to investigate the meaning and significance of this statement for establishing a basis of dialogue between the biological and behavioral sciences, and

the questioning of truth which comes to expression through man's bodily activity and commitment to self-understanding and to the care for the earth in which he is rooted.

461 SEMINAR: SPECIAL TOPICS (3): Inquires into particular thinkers, problems and issues which may arise from the interest and questioning of students and instructor.

481 INDEPENDENT STUDY (3): A study developed by the student and undertaken independently with the instructor.

RADIO—TV—FILM (RTF)

MAJOR FIELD REQUIREMENTS:

<u>Course</u>	<u>No.</u>	<u>Course Title</u>	<u>Credits</u>
RTF	155:	Fundamentals of Radio-TV-Film	4
RTF	281:	History of Broadcasting	3
RTF	282:	History of the Motion Picture	3
RTF	301:	Communication Theories and Models	3
RTF	322:	Modern Radio Production	3
RTF	323:	Television Production	3
RTF	324:	Basic Cinematography	3
RTF	328:	Writing for Radio-TV-Film	3
RTF	412:	Research Methods in Communications	<u>3</u>
TOTAL:			28

In addition the student must take a minimum of five (5) RTF electives. (See Course Descriptions).

AND:

THR	161:	Voice and Diction
THR	271:	Theatre Management

Students are also required to hold a valid Third Class Radiotelephone License with broadcast endorsement, as issued by the FCC, no later than the beginning of their third year.

COURSE SEQUENCE FOR RADIO-TELEVISION-FILM MAJORS

FIRST YEAR

<u>Course and Number</u>	<u>Fall Semester</u> <u>Credit</u>	<u>Spring Semester</u> <u>Credit</u>
Administrative and Urban Science Electives (2) .	3	3
ENG 151, 152.....	3	3
Humanities and Arts Electives (2)	3	3
HPE 141	1	—
MAT 151	3	—
SCI	—	3
RTF 155.....	—	4
THR 161.....	<u>3</u>	<u>—</u>
	16	16

SECOND YEAR

<u>Course and Number</u>	<u>Fall Semester</u> <u>Credit</u>	<u>Spring Semester</u> <u>Credit</u>
SCI 152.....	3	—
RTF 281.....	3	—
RTF 282.....	—	3
HPE 151.....	1	—
RTF 322.....	3	—
RTF 323.....	3	—
RTF 324.....	—	3
THR 271.....	3	—
Electives (free or required: Consult Advisor)...	<u>3</u>	<u>12</u>
	19	18

THIRD YEAR

<u>Course and Number</u>	<u>Fall Semester</u> <u>Credit</u>	<u>Spring Semester</u> <u>Credit</u>
RTF 301.....	3	—
RTF 328.....	3	—
RTF 412.....	—	3
RTF 423.....	3	—
RTF 424.....	—	3
Electives (free or required: Consult Advisor)...	<u>6</u>	<u>9</u>
	15	15

FOURTH YEAR

<u>Course and Number</u>	<u>Fall Semester</u>	<u>Spring Semester</u>
	<u>Credit</u>	<u>Credit</u>
RTF Electives	12	9
Electives (free or required: Consult Advisor) . .	<u>3</u>	<u>6</u>
	15	15

TOTAL: 129

RADIO-TELEVISION-FILM
(RTF)

COURSE DESCRIPTIONS

- 154 MINORITIES IN THE MASS MEDIA (3):** The history of the minorities in the mass media, how the media have depicted minorities and how that image has changed over the years. Contribution of minorities to the industry. Consideration is given to the effects of the media's projected image on society, ways in which social developments have contributed to and altered that image.
- 155 FUNDAMENTALS OF RADIO-TV-FILM (4):** Introduction to broadcasting and film including history and structure of the industries, the issues of regulation and freedom, basics of management and basic technology to acquaint the student with a professional vocabulary. Basic skills are the focus of three hours of lecture and two hours of lab each week.
- 263 ACTING FOR THE CAMERA (3):** Basic principles of acting for film and television.
- 281 HISTORY OF BROADCASTING (3) Pre: 155:** The history and development of the American system of radio and television as it fits into the nexus of a developing American society.
- 282 HISTORY OF THE MOTION PICTURE (3) Pre: 155:** The history of the motion picture emphasizing the development of the American film industry and taking into consideration the major contributions of foreign film-makers.
- 301 COMMUNICATIONS THEORIES AND MODELS (3) Pre: 155:** Introduction to current multidisciplinary communication theory, in-

cluding an analysis of models of communication as related to various social systems with the goal of developing an integrative theory of communications for man.

- 321 NEWS AND PUBLIC AFFAIRS IN BROADCASTING (3) Pre: 155:** Principles, techniques and forms of broadcast journalism for radio and television. Planning and producing of public affairs programs.
- 322 MODERN RADIO PRODUCTION (3) Pre: 155:** Principles and applications of radio production, including those skills necessary to function in a modern radio production studio. Skill development is stressed.
- 323 TELEVISION PRODUCTION (3) Pre: 155:** Elements in television production with experience in producing short television programs.
- 324 BASIC CINEMATOGRAPHY (3) Pre: 155:** The theory and principles of film making for the theatre and for television with experience in all phases of scripting, production, and editing.
- 325 REGULATION AND FREEDOM IN BROADCASTING (3) Pre: 155:** Law, rules and regulations governing the broadcast industry in the United States; relationship of government, the general public and the professional critic to the broadcast media. The responsibilities of the broadcaster are stressed.
- 326 MOTION PICTURE MANAGEMENT (3) Pre: 155:** Principles of budgeting in the production and distribution of a film made for theatre. The nature of film contracts, the distribution system and the principle as well. The course provides insights into the responsibilities of a film producer.
- 327 EDUCATIONAL AND PUBLIC BROADCASTING (3) Pre: 155:** Origin, organization, regulation and responsibilities of the non-commercial broadcaster with strong consideration given to what kinds of programming the non-commercial facility should offer. Consideration is also given to the financing of non-commercial operations.
- 328 RADIO, TV, FILM WRITING (3) Pre: 155:** Development of basic writing skills needed to produce copy for the broadcast media as well as develop interesting material for motion pictures. Consideration of the inherent differences in content from one medium to another is included, contrasting development of an idea for radio, for TV, and for film and noting the adjustments necessary to communicate with each medium.
- 329 MEDIA, MAN AND MYTH (3):** Media of mass communication are examined for their social and cultural roles in society, roles reflecting,

modifying or creativity of attitudes, tastes and opinions. The processes of communication and the characteristics of mass communication receive attention. While the emphasis is on the present, the social setting giving use to mass communication is examined historically.

- 377 PUBLIC RELATIONS AND ADVERTISING (3) Pre: 155:** A survey of the public relations and advertising fields today with emphasis on methods and practices, case studies and individual projects.
- 412 RESEARCH METHODS IN COMMUNICATIONS (3) Pre: 301** Methods, techniques and measuring instruments currently used in the study of communication behavior.
- 423 TELEVISION DIRECTION (3) Pre: 323:** A workshop giving experience in producing and directing television productions.
- 424 ADVANCED FILM PRODUCTION (3) Pre: 324:** The scripting and production of an ambitious film presentation in which the student is given practical experience directing the efforts of a cast and film crew.
- 435 BROADCAST MANAGEMENT (3) Pre: 281:** Principles of radio and television station management. Study of administrative organization and procedures as they apply to the broadcast industry, including detailed consideration of the economics of the industry.
- 481 SEMINAR IN RADIO, TV AND FILM (3):** Rotating topics. For advanced students only by permission of the instructor.
- 485 INTERNSHIP IN COMMUNICATION (3):** Practical, on-the-job experience in the field of broadcasting or film production at WSHA-FM or at an off-campus facility approved by the area coordinator. For advanced students only.
- 491 INDEPENDENT STUDY (3):** Special projects in advanced topics. Open to seniors with permission of the instructor. Senior project.

READING (REA)

COURSE DESCRIPTIONS

- 151 COMPREHENSIVE READING (2):** Developmental skills approach toward the alleviation of reading deficiencies in the skill areas of comprehension, vocabulary, rate, and study skills. Required for first year students who meet the university placement criteria.

- s151 ACADEMIC SKILLS (2):** Intensive fundamental skill development utilizing the modular approach, emphasizing rate, comprehension, vocabulary, and study skills. Required for first year students who meet the university placement criteria.
- 250 ANALYSIS AND SYNTHESIS: Sequel to 151: (3):** Emphasizes inferential comprehension skill development and speed reading techniques. An elective recommended for education, humanities majors and prospective graduate school students.
- 408 ELEMENTARY READING METHODS (3):** A pre-service teacher preparatory course which surveys various approaches and methods for teaching reading in the early childhood curriculum. Required for K-3 teacher education majors.
- 409 TEACHING READING THROUGH THE CONTENT AREA (3):** A pre-service teacher preparatory course which emphasizes reading instructional techniques through content areas, i.e., language arts, social studies. Required for 4-12 teacher education majors.

RELIGION (REL)

COURSE DESCRIPTIONS

- 225 INTRODUCTION TO RELIGION (3):** A study of the nature of religion and its role in human affairs as seen in its theoretical, practical, and sociological expressions. Theories of the origin of religion, the relation of religion to science, and the condition of religion in the modern world.
- 226 THE PSYCHOLOGY AND SOCIOLOGY OF RELIGION (3):** A study of modern scientific attempts to understand religious experience, thought, behavior and institutions, including consideration of the psychological sources of religion and criteria of mature religious faith.
- 234 RELIGIONS OF MANKIND (3):** The major religions of the world, including Islam, Judaism, Christianity, Hinduism, Buddhism, the religions of China and Japan, and the traditional religions of Africa. The study will examine their origins, basic beliefs and rituals, and historical development.
- 235 THE BIBLE (3):** The historical study of the major books and chief themes of the Hebrew-Christian Bible, to provide a foundation for the Hebrew-Christian Bible, to provide a foundation for understanding the role the Bible has played forming Western civilization.

- 247 RELIGION IN AMERICAN LIFE (3):** The historical development of the major religious groups in America is studied with primary consideration given to the growth and organization, beliefs and practices, social and moral teaching of each group, and the relevance of religion to the crucial issues of American life in the areas of politics, economics, society, and culture.
- 248 ETHICS AND SOCIETY (3):** An analysis of major areas of modern life in the light of the ethical teaching of Christianity, and a critical study of Christian ethical teaching and practice. Attention will be given to such issues as war, revolution, economic life, sex and other areas.
- 327 CONTEMPORARY RELIGIOUS THOUGHT (3):** An analysis of selected-religious and secular writers whose thought represents the crisis and possibilities of contemporary faith, aiming at an understanding of the contemporary image of man.
- 336 THE WESTERN RELIGIOUS HERITAGE (3):** Judaism, Christianity and Islam: Their common roots and divergencies, including the study of their origins, distinctive beliefs and practices, and how they relate to each other.
- 337 THE EASTERN RELIGIOUS HERITAGE (3):** Hinduism, Buddhism, Confucianism, and Taoism, the religions of India and China; their origins, basic beliefs and practices, literature and historical development.
- 445 SEMINAR SPECIAL TOPICS (3):** Inquires into particular problems and issues which may arise from the interest and questioning of student and instructor.
- 481 INDEPENDENT STUDY (3):** A study developed by the student and undertaken independently with the instructor.

THEATRE ARTS (THR)

MAJOR FIELD REQUIREMENTS:

<u>Course</u>	<u>No.</u>	<u>Course Title</u>	<u>Credits</u>
THR	161:	Voice and Diction	3
THR	211:	History of Theatre	3

THR	212:	History of Theatre	3
THR	217:	Oral Interpretation	3
THR	230:	Acting I	3
THR	231:	Acting II	3
THR	251:	Playwriting	3
THR	271:	Theatre Management	3
THR	321:	Stagecraft and Scene Design I	3
THR	322:	Stagecraft and Scene Design II	3
THR	323:	Techniques of Makeup	3
THR	440:	Directing	3
THR	461:	Seminar in Theatre and Drama	3
THR	475:	Senior Production Project	1
*THR	500:	The Shaw Players and Company	<u>8</u>
TOTAL:			48

*One (1) unit of credit per semester

In addition, the Theatre Arts major must take the following:

RTF	155:	Fundamentals of Radio-TV-Film
RTF	263:	Acting for Camera
RTF	423:	Television Directing

Plus two (2) semesters of a foreign language

Non-teaching Theatre majors are required to take the following additional courses:

THR	226:	Afro-American Theatre
THR	421:	Theatre Workshop
THR	451:	Advanced Playwriting

A minor may be chosen from other related areas, e.g., Speech Pathology and Audiology, Music, Radio-TV-Film.

All majors are required to participate in a technical, managerial or performance aspect of the Shaw Players & Company's dramatic productions on a continuous basis while in residence at Shaw, for which one unit of credit may be earned each semester. The Senior Production Project (THR 475) requires the student to direct a play, from script selection through live performance, during the senior year.

All teaching majors must take all required Teacher Education courses.

COURSE SEQUENCE FOR THEATRE ARTS MAJORS*

FIRST YEAR

<u>Course and Number</u>	<u>Fall Semester</u>	<u>Spring Semester</u>
	<u>Credit</u>	<u>Credit</u>
ENG 151, 152 (2).....	3	3
Humanities and Arts Electives (2)	3	3
Administrative and Urban Science Electives (2) .	3	3
HPE 141, 151.....	1	1
MAT 151.....	—	3
THR 161.....	3	—
THR 211, 212.....	<u>3</u>	<u>3</u>
	16	16

SECOND YEAR

<u>Course and Number</u>	<u>Fall Semester</u>	<u>Spring Semester</u>
	<u>Credit</u>	<u>Credit</u>
SCI 151, 152 (2).....	3	3
Foreign Language	3	3
THR 217.....	—	3
THR 230, 231.....	3	3
THR 271.....	3	—
THR 321, 322	3	3
THR 500.....	1	1
RTF 155.....	—	3
Electives, Education or Minor courses	<u>3</u>	<u>—</u>
	19	19

THIRD YEAR

<u>Course and Number</u>	<u>Fall Semester</u>	<u>Spring Semester</u>
	<u>Credit</u>	<u>Credit</u>
RTF 263.....	3	—
THR 226	3	—
THR 323.....	—	3
THR 421.....	3	—
THR 500.....	1	1
Electives, Education or Minor courses	<u>6</u>	<u>12</u>
	16	16

*Teaching majors and non-teaching majors should consult with the area advisor.

FOURTH YEAR

<u>Course and Number</u>	<u>Fall Semester</u>	<u>Spring Semester</u>
	<u>Credit</u>	<u>Credit</u>
THR 251	3	—
THR 440	3	—
THR 451	—	3
THR 461	—	3
THR 475	—	1
THR 500	1	1
RTF 423	3	—
Electives, Education or Minor Courses	<u>6</u>	<u>6</u>
	16	14

TOTAL: 134

THEATRE ARTS
(THR)

COURSE DESCRIPTIONS

- 161 VOICE AND DICTION (3):** A course designed to provide students with the principles, procedures and applied techniques needed to develop skill in the use of the voice for the stage and effective communication in various speaking situations.
- 211 HISTORY OF THE THEATRE I (3):** A study of the major periods of theatre from the ancient and classical age to the eighteenth century with emphasis on theatre architecture, costumes, scenery, staging and production, styles of acting and representative playwrights.
- 212 HISTORY OF THEATRE II (3) Pre: 211:** A continuation of History of Theatre 1 beginning with the Restoration period and continuing through Realism, Naturalism, Symbolism, Expressionism, and Neo-Romanticism in Theatre down to the Avant-Garde Theatre in Europe into the spread of theatre in America.
- 217 ORAL INTERPRETATION (3) Pre: 161:** The study and practice of presentation of literature for oral interpretation.
- 226 AFRO-AMERICAN THEATRE (3):** A study of the problems and styles of Black playwrights and the development of Black theatre in America.

- 230 ACTING I (3):** Training in basic stage fundamentals, acting theories and techniques. Laboratory-oriented and serves as feeder into Shaw Players and Company.
- 231 ACTING II (3), Pre: 230:** A continuation of 230. Emphasis on laboratory exercises of increasing difficulty, problem solving and development of techniques and style.
- 251 PLAYWRITING (3):Pre: ENG 152** An analytical approach to the writing of plays: developing the germinal idea, statement and theme, plot structure and completion of a one-act play.
- 271 THEATRE MANAGEMENT (3):** An intensive course in performing arts management stressing theories and structures of organization and planning, roles and functions, psychology in promotion and publicity, budgeting, facilities planning, unions, contracts and personnel relations. Special emphasis on practical application through use of students as a resource for campus services. (Required elective).
- 321 STAGECRAFT AND SCENE DESIGN I (3):** A combined study of scene design with emphasis on spatial visualization in three dimensions, the study and use and control of lighting instruments, color psychology, sound techniques and reproduction, building and handling of all types of scenery, use of stage equipment, and techniques of scenic painting.
- 322 STAGECRAFT AND SCENE DESIGN II (3), Pre: 321:** Second semester continuation.
- 323 TECHNIQUES OF MAKEUP (3):** An introduction to stage makeup with emphasis on straight, special effects, and character makeup and a thorough study of materials and techniques of application. Fee: \$10.00.
- 421 THEATRE WORKSHOP (3):** Required of all English majors. Not required of Theatre Arts majors. A composite and practical course designed for English teachers who are often required to produce and direct some plays on the elementary or secondary level. Fee: \$3.00.
- 440 DIRECTING (3):** A laboratory in which student-directed scenes are presented for discussion and criticism. Basic concepts of directorial approaches and functions are studied. Thesis project required.
- 451 ADVANCED PLAYWRITING (3) Pre: 251:** Guided writing of plays for advanced students. Each student is guided to the writing and completion of a full-length play.
- 461 SEMINAR IN THEATRE AND DRAMA (3):** A broad course that covers: dramatic theory and criticism, vision, perception and attitudinal adjustments for the performing artist, the market and current trends,

exit preparation for commercial and educational theatre. (Required elective).

- 475 SENIOR PROJECT (1):** All majors are required to produce and direct a play from inception of script selection to production.
- 480 STUDENT TEACHING (12):** Identical with EDU 480 (See under Teacher Education).
- 490 METHODS AND MATERIALS FOR TEACHING THEATRE ART IN THE SECONDARY SCHOOLS (3):** A study of the methods and materials for teaching of theatre in the secondary school. Attention is given to lesson planning and preparation and forms of methodologies as well as a broad insight into resources in the broad spectrum of theatre.

THE DIVISION OF NATURAL AND PHYSICAL SCIENCES

PHILOSOPHY: The Division of Natural and Physical Sciences believes that effective citizens require at least a general scientific understanding of the nature of man and society, a society that, to a great extent, has been fashioned increasingly by the contributions of the sciences. The creative spirit of the sciences provides for the individual an opportunity to relate to man's environment in a meaningful and unique way. No truly educated person can forego the dramatic interrelationships between science and society.

OBJECTIVES: The primary objectives of the Division of Natural and Physical Sciences are (1) to aid the student in developing an appreciation of the natural and physical sciences as an orientation factor in the living world of which he or she is a part; and (2) to provide such training as will assist the student in the preparation for a successful vocational or professional career.

BIOLOGY (BIO)

MAJOR FIELD REQUIREMENTS:

<u>Course</u>	<u>No.</u>	<u>Course Title</u>	<u>Credits</u>
BIO	211:	General Biology	4
BIO	212:	General Biology	4
BIO	223:	General Biology	4
BIO	311:	Embryology	4

BIO	312:	Comparative Chordate Anatomy	4
BIO	323:	Vertebrate Physiology	4
		or	
BIO	324:	Plant Physiology	4
BIO	331:	Genetics	4
BIO	332:	Bacteriology	4
BIO	481:	Seminar in Biology	1
BIO	482:	Seminar in Biology	1
TOTAL:			42

In addition, the student must take:

CHE	212:	General Chemistry I	4
CHE	214:	General Chemistry II	4
CHE	311:	Quantitative Analysis	4
CHE	341:	Organic Chemistry I	4
CHE	342:	Organic Chemistry II	4
MAT	222:	Analytic Geometry and Calculus I	4
MAT	223:	Analytic Geometry and Calculus II	4
PHY	212:	General Physics I	4
PHY	214:	General Physics II	4
TOTAL:			36

COURSE SEQUENCE FOR BIOLOGY MAJORS

FIRST YEAR

<u>Course and Number</u>	<u>Fall Semester</u>	<u>Spring Semester</u>
	<u>Credit</u>	<u>Credit</u>
ENG 151, 152 (2)	3	3
HPE 141, 151	1	1
BIO 211, 212	4	4
MAT 211	4	—
MAT 222	—	4
Humanities and Arts Electives (2)	3	3
	15	15

SECOND YEAR

<u>Course and Number</u>	<u>Fall Semester</u>	<u>Spring Semester</u>
	<u>Credit</u>	<u>Credit</u>
BIO 223	4	—

BIO 311.....	—	4
BIO 321.....	4	—
BIO 323 or 324	—	4
MAT 223.....	4	—
CHE 212.....	4	—
CHE 214.....	—	4
Administrative and Urban Sciences (2).....	—	6
	16	18

THIRD YEAR

<u>Course and Number</u>	<u>Fall Semester</u>	<u>Spring Semester</u>
	<u>Credit</u>	<u>Credit</u>
BIO 331.....	4	—
BIO 332.....	4	—
BIO 432.....	—	4
BIO 481.....	—	1
CHE 341, 342.....	4	4
PHY 212, 214.....	4	4
Electives (1).....	—	3
	16	16

FOURTH YEAR

<u>Course and Number</u>	<u>Fall Semester</u>	<u>Spring Semester</u>
	<u>Credit</u>	<u>Credit</u>
BIO Electives (2)	3	3
BIO 482.....	1	—
CHE 311.....	4	—
Electives	9	15
	17	18

TOTAL: 131

BIOLOGY
(BIO)

COURSE DESCRIPTIONS:

- 211 GENERAL BIOLOGY (4):** A course designed to emphasize the unity of biology through the study of the following concepts: Protoplasmic

and cellular organization: Growth and Differentiation; Genetic and Ecological Control; Evolution, current and past. Three hours of lecture and two hours of laboratory per week.

- 212 GENERAL ZOOLOGY (4) Pre: 211:** The biology of the major groups of animals, with emphasis on general structural plans and diversity, reproduction, ecology, behavior and evolution. Three hours of lecture and two hours of laboratory per week.
- 223 GENERAL BOTANY (4) Pre: 211:** A study of the morphology, structure, classification, and physiology of plant groups. Three hours of lecture and two hours of laboratory per week.
- 311 EMBRYOLOGY (4) Pre: 211:** A comparative study of the origin of sex cells and the development of vertebrate embryos with special emphasis on the frog, chick and pig. Three hours of lecture and two hours of laboratory per week.
- 323 VERTEBRATE PHYSIOLOGY (4) Pre: 321, CHE 212:** A study of the physiology of vertebrates, with particular reference to man and the lower animals. Three hours of lecture and two hours of laboratory per week.
- 324 PLANT PHYSIOLOGY (4) Pre: 223 and CHE 212:** Designed for biology and chemistry majors as a study of the activity and regulation of enzymes, photosynthesis, respiration, minerals and nutrients, hormones, and rhythms in the plant kingdom. Three hours of lecture and two hours of laboratory per week.
- 331 GENETICS (4) Pre: 211, CHE 341, MAT 211:** A study of the physical basis of inheritance, genes as units of heredity and development, qualitative and quantitative aspects of genetic variation, and physical and chemical properties of genetic material. Three hours of lecture and two hours of laboratory per week.
- 332 BACTERIOLOGY (4) Pre: 211, CHE 341, MAT 211:** A study of the fundamental life processes using bacteria as the prototype of living things, including a study of the principles and techniques of handling and identifying various microorganisms, and a survey of applied fields, e.g., medicine, food, and agriculture. Three hours of lecture and two hours of laboratory per week.
- 423 ECOLOGY (4) Pre: 212, 223:** An elective course for biology majors, the course is designed for the study of the relationships between living organisms and their environments. Three hours of lecture per week.

- 431 MOLECULAR BIOLOGY (3) Pre: 331, 332, CHE 341, 342, MAT-222:** An elective course for biology and chemistry majors, the course is designed for the study of the cellular basis of life, molecular structure and functions of macromolecules, regulation of different cellular activities, cell differentiation and evolution. The course also includes discussions and demonstrations of different tools used in the study of molecular biology. Three hours of lecture per week.
- 432 BIOCHEMISTRY (4) Pre: 331, 332, CHE 341, 342, MAT 222:** A course designed for biology and chemistry majors to study the properties of biologically active compounds, enzymology, metabolism of carbohydrates, lipids, proteins and other nitrogenous compounds and special control mechanisms of metabolism. Three hours of lecture and two hours of laboratory per week.
- 481 SEMINAR (1) Pre: Juniors and Seniors:** An in-depth study on a subject of biology. Meets once a week.
- 482 SEMINAR (1) Pre: Juniors and Seniors:** (Identical to 481, but in the spring semester).
- 491 RESEARCH (1-3) Pre: Adviser's consent.**
- 492 RESEARCH (1-3) Pre: Adviser's consent.**

CHEMISTRY (CHE)

MAJOR FIELD REQUIREMENTS:

<u>Course</u>	<u>No.</u>	<u>Course Title</u>	<u>Credits</u>
CHE	212:	General Chemistry I	4
CHE	214:	General Chemistry II	4
CHE	341:	Organic Chemistry I	4
CHE	342:	Organic Chemistry II	4
CHE	412:	Advanced Inorganic Chemistry	3
CHE	428:	Qualitative Organic Analysis	4
CHE	431:	Physical Chemistry I	4
CHE	433:	Physical Chemistry II	4
CHE	481:	Seminar	1
CHE	482:	Seminar	1
Plus two (2) other electives from the Chemistry Area, and:			2-8
MAT	211:	Algebra and Trigonometry	4

MAT	222:	Analytic Geometry and Calculus I	4
MAT	223:	Analytic Geometry and Calculus II	4
MAT	224:	Analytic Geometry and Calculus III	4
PHY	212:	General Physics I	4
PHY	214:	General Physics II	4
BIO	211:	General Biology	4
			<hr/>
TOTAL:			62-75

COURSE SEQUENCE FOR CHEMISTRY MAJORS

FIRST YEAR

<u>Course and Number</u>	<u>Fall Semester</u>	<u>Spring Semester</u>
	<u>Credit</u>	<u>Credit</u>
ENG 151, 152 (2)	3	3
Administrative and Urban Science Electives (2) .	3	3
HPE 141, 151	1	1
MAT 211	4	—
MAT 222	—	4
CHE 212, 214	4	4
<hr/>		<hr/>
	15	15

SECOND YEAR

<u>Course and Number</u>	<u>Fall Semester</u>	<u>Spring Semester</u>
	<u>Credit</u>	<u>Credit</u>
CHE 311	4	—
CHE 341, 342	4	4
MAT 223, 224	4	4
Humanities and Arts Electives (2)	3	3
BIO 211	—	4
Elective (1)	3	—
<hr/>		<hr/>
	18	15

THIRD YEAR

<u>Course and Number</u>	<u>Fall Semester</u>	<u>Spring Semester</u>
	<u>Credit</u>	<u>Credit</u>
PHY 212, 214	4	4
CHE 412	—	3
CHE 432	4	—

MAT 225.....	4	—
GER 151, 152.....	—	6
Electives (3).....	<u>6</u>	<u>3</u>
	18	16

FOURTH YEAR

<u>Course and Number</u>	<u>Fall Semester</u>	<u>Spring Semester</u>
	<u>Credit</u>	<u>Credit</u>
CHE 428.....	—	4
CHE 431, 433.....	4	4
CHE 481, 482.....	1	1
CHE 491, 492.....	3	3
Electives (3).....	<u>8</u>	<u>4</u>
	16	16

TOTAL: 129

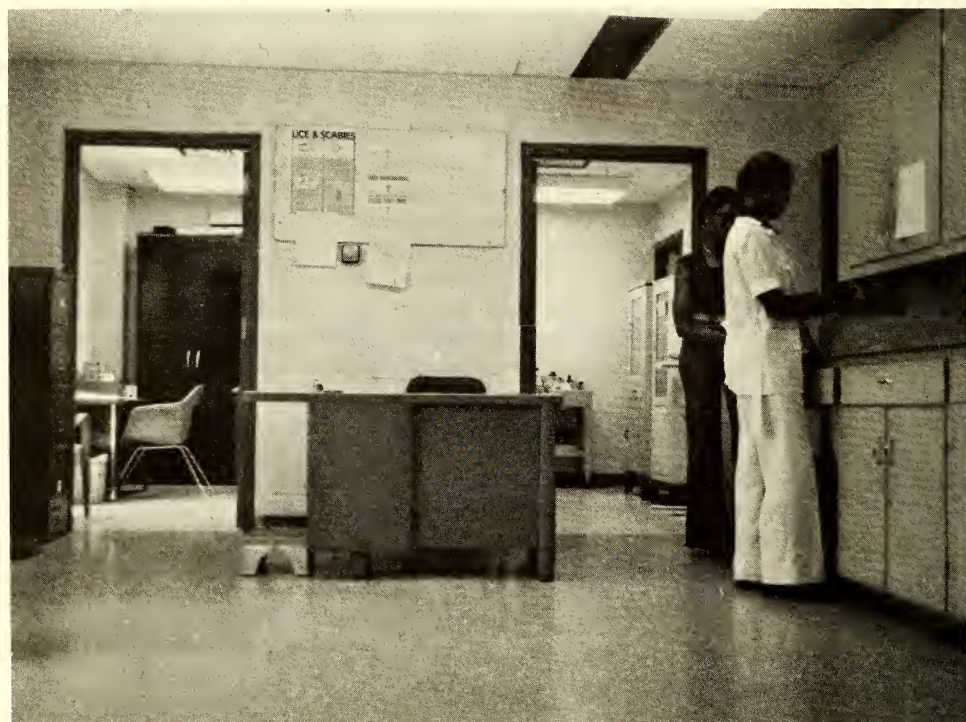
CHEMISTRY (CHE)

COURSE DESCRIPTIONS:

- 212 GENERAL CHEMISTRY I (4) Pre: MAT 210:** A study of atomic and molecular structure, the Periodic Table, chemical reactions, stoichiometry, gas laws, and states of matter. Three hours of lecture and one three-hour laboratory per week.
- 214 GENERAL CHEMISTRY II (4) Pre: 212:** A continuation of GENERAL CHEMISTRY I. Principles of Chemical equilibrium, energy and chemical reactions, electrochemistry, properties of solutions, the acid-base concepts, and nuclear chemistry. Three hours of lecture and one three-hour laboratory per week.
- 311 QUANTITATIVE ANALYSIS (4) Pre: 214 and MAT 211:** A study of gravimetric and volumetric analysis with an introduction to instrumental analysis. Acid-base equilibrium, buffer solutions, complex formation reactions, solubility equilibria, and oxidation reduction reactions. Theory of instrumental analysis and data processing. Three hours of lecture and one three-hour laboratory per week.
- 341 ORGANIC CHEMISTRY I (4) Pre: CHE 214:** A study of the physical and chemical properties of cyclic and acyclic alkanes, alkenes, and

alkynes, including a heavy emphasis on synthesis and reaction mechanisms. Three hours of lecture and one three-hour laboratory per week.

- 342 ORGANIC CHEMISTRY II (4) Pre: 341:** A study of the physical and chemical properties of organic substances as they relate to the various functional groups. The use of modern instruments on the laboratory. Three hours of lecture and one three-hour laboratory per week.
- 412 ADVANCED INORGANIC CHEMISTRY (3) Pre: 214 and MAT 223:** A study of atomic structure, ionic and covalent bonding, acid-base chemistry, coordination chemistry, descriptive chemistry of the transition metals, halogens and noble gases and periodicity. Three hours of lecture per week.
- 428 QUALITATIVE ORGANIC ANALYSIS (4) Pre: 342:** A study of the theories and practices of qualitative organic analysis using modern analytical instruments and wet chemistry. Two hours of lecture and two three-hour laboratories per week.
- 431 PHYSICAL CHEMISTRY I (4) Pre: 341 and MAT 223:** Application of the principles of physics to the study of chemistry, the properties of gases, the mechanics of atoms and molecules, thermodynamics and chemical equilibrium. Three hours of lecture and one three-hour laboratory per week.
- 432 BIOCHEMISTRY (4) Pre: 341:** A course designed for biology and chemistry majors. (Identical with BIO 432).
- 433 PHYSICAL CHEMISTRY II (4) Pre: 431 and MAT 224:** A continuation of Physical Chemistry I. Chemical bonding and the structure of molecules, chemical kinetics and reaction mechanisms, properties of condensed phases, surface and colloid chemistry. Three hours of lecture and one three-hour laboratory per week.
- 481 SEMINAR (1) Pre: Adviser's consent:** An in-depth study on a topic of advanced chemistry, its presentation in the form of a seminar and participation in the weekly seminar program.
- 482 SEMINAR (1) Pre: Adviser's consent:** (Identical with CHE 481).
- 491 INDEPENDENT STUDY AND RESEARCH (1-3) Pre: Adviser's consent:** An introduction to chemical research under faculty supervision. Includes a survey of chemical literature, preparation, and execution of the research program.
- 492 INDEPENDENT STUDY AND RESEARCH (1-3) Pre: Adviser's consent:** (Identical with 491).



DUAL DEGREE PROGRAM

The Dual Degree Program at Shaw University is conducted in cooperation with North Carolina State University. This program provides students the opportunity to earn a B.A. degree from Shaw and a B.S. degree from North Carolina State University in either Engineering, Forest, Resources or Computer Science. Listed are the B.S. degrees awarded by the Schools of Engineering, Forest Resources, and Applied Science and Mathematics at North Carolina State University:

A. SCHOOL OF ENGINEERING

- Biological and Agricultural Engineering
- Chemical Engineering
- Civil Engineering
- Electrical Engineering
- Furniture Manufacturing and Management
- Industrial Engineering
- Material Engineering
- Mechanical and Aerospace Engineering
- Nuclear Engineering

B. SCHOOL OF FOREST RESOURCES

- Conservation
- Forestry
- Recreation Resources Administration
- Pulp and Paper Science Technology
- Wood Science and Technology

C. SCHOOL OF APPLIED SCIENCE AND MATHEMATICS

- Computer Science

Students in the Dual Degree Program complete all science, mathematics, humanities, general education courses and non-technical electives at Shaw, and complete the technical courses relating directly to their major at North Carolina State University through interinstitutional registration. Details of these programs are available when requested through the Dual Degree Program adviser.

ENVIRONMENTAL SCIENCE (ESC)

COURSE DESCRIPTIONS:

- 211 MAN AND HIS ENVIRONMENT I (3):** A general survey course for non-science majors. The course is designed to introduce environmental problems, qualitative aspects of different types of pollution, control methods and technology.
- 212 MAN AND HIS ENVIRONMENT II (3):** A continuation of 211, the

course deals with more details of pollution, especially water and air pollution. Facts and figures, federal criteria, standards and regulations are included.

MATHEMATICS (MAT)

MAJOR FIELD REQUIREMENTS:

<u>Course</u>	<u>No.</u>	<u>Course Title</u>	<u>Credits</u>
MAT	223:	Analytic Geometry and Calculus II	4
MAT	224:	Analytic Geometry and Calculus III	4
MAT	225:	Analytic Geometry and Calculus IV	4
MAT	311:	Modern Algebra	3
MAT	312:	Linear Algebra	3
MAT	411:	Differential Equations	3
MAT	412:	Theory of Numbers	3
MAT	413:	Introduction to Real Analysis	3
MAT	423:	Modern Geometry	3
MAT	425:	Introduction to Set Theory and Topology	3
MAT	481:	Seminar	1
			<hr/> 34

Plus the following:

CHE	212:	General Chemistry I	4
CHE	214:	General Chemistry II	4
PHY	212:	General Physics	4
PHY	214:	General Physics	4

In addition, the student must take one year of biology or its equivalent.

COURSE SEQUENCE FOR MATH MAJORS

FIRST YEAR

<u>Course and Number</u>	<u>Fall Semester</u>	<u>Spring Semester</u>
	<u>Credit</u>	<u>Credit</u>
BES 201.....	3	—
BUS 211.....	—	3
ENG 151, 152 (2)	3	3
HPE 141, 151.....	1	1
MAT 211.....	4	—

MAT 222.....	—	4
BIO 211, 212.....	<u>4</u>	<u>4</u>
	15	15

SECOND YEAR

<u>Course and Number</u>	<u>Fall Semester</u> <u>Credit</u>	<u>Spring Semester</u> <u>Credit</u>
FRE or GER 151, 152	6	—
FRE 153 or GER 211	—	3
CHE 212, 214.....	4	4
MAT 223, 224.....	4	4
MAT 412	3	—
MAT 423	—	3
Electives.....	<u>—</u>	<u>3</u>
	17	17

THIRD YEAR

<u>Course and Number</u>	<u>Fall Semester</u> <u>Credit</u>	<u>Spring Semester</u> <u>Credit</u>
PHY 212, 214.....	4	4
MAT 225.....	4	—
MAT 311.....	3	—
MAT 312.....	—	3
MAT 413.....	—	3
Electives (free or required: Consult Advisor)... ..	<u>6</u>	<u>6</u>
	17	16

FOURTH YEAR

<u>Course and Number</u>	<u>Fall Semester</u> <u>Credit</u>	<u>Spring Semester</u> <u>Credit</u>
MAT 411.....	3	—
MAT 425.....	—	3
MAT 481.....	1	—
Electives (free or required: Consult Advisor)... ..	<u>12</u>	<u>12</u>
	16	15

TOTAL: 128

MATHEMATICS (MAT)

COURSE DESCRIPTIONS:

- 151 GENERAL EDUCATION MATHEMATICS (3):** An introductory course for all non-science students involving a presentation of some basic concepts of mathematics based on historical development and relevant applications of general interest.
- 161 COMPUTER MATHEMATICS (3) Pre: 151 or equivalent:** Designed to provide students with enough knowledge of computer programming to use the computer effectively as a tool.
- 210 ALGEBRA (3):** An introduction to algebra, including the following topics: real numbers, operations on algebraic expressions, factoring, linear equations in one variable, algebraic fractions, systems of linear equations, and linear inequalities.
- 211 ALGEBRA AND TRIGONOMETRY (4):** Designed to present the algebra and trigonometry required to study analytic geometry and calculus.
- 215 MODERN MATHEMATICS FOR ELEMENTARY SCHOOL TEACHERS (3) Pre: 151 or equivalent:** Designed for the prospective teacher in grades K-3. Topics covered are systems of numeration, sets, relations, whole numbers, integers, rational numbers, real numbers, and informal geometry.
- 216 MODERN MATHEMATICS FOR ELEMENTARY SCHOOL TEACHERS (3) Pre: 215 or equivalent:** A continuation of 215. Topics covered are informal geometry, axiomatic development of real numbers, complex numbers, properties of sequences, fundamental properties of logic, systems of linear equations and graphs, and elementary probability.
- 222 ANALYTIC GEOMETRY AND CALCULUS I (4) Pre: 211:** An introduction to analytic geometry, functions, limits and derivatives and applications of derivatives.
- 223 ANALYTIC GEOMETRY AND CALCULUS II (4) Pre: 222:** A study of antiderivatives, definite integrals, and applications.
- 224 ANALYTIC GEOMETRY AND CALCULUS III (4) Pre: 223:** A study of the properties of continuous and differentiable functions, polar coordinates, and infinite series.

- 225 ANALYTIC GEOMETRY AND CALCULUS IV (4) Pre: 224:** A study of series, solid analytic geometry, partial derivatives, multiple integrals, and line and surface integrals.
- 311 MODERN ALGEBRA (3) Pre: 223:** A study of semi-groups, groups, rings, integral domains, and fields.
- 312 LINEAR ALGEBRA (3) Pre: 311:** A study of linear spaces, sequence spaces, linear dependence and independence, transformations, mapping, Euclidean and non-Euclidean vector spaces.
- 313 MATHEMATICAL PROBABILITY AND STATISTICS (3) Pre: 224:** A study of probability spaces, random variables, random sampling, estimation of parameters, and testing of hypotheses.
- 317 INTRODUCTION TO NUMERICAL ANALYSIS (3) Pre: 224 or equivalent:** Designed to meet the needs of students wishing to gain knowledge in the theory of computational procedures using the computer, including a study of linear systems, algebraic and transcendental equations, approximation of functions by interpolating polynomials, and numerical differentiation and integration.
- 411 DIFFERENTIAL EQUATIONS (3) Pre: 225:** A study of equations of the first degree, orthogonal trajectories, linear differential equations, non-homogeneous equations, inverse differential equations, inverse differential, the LaPlace transform, systems of equations, and power series solutions.
- 412 THEORY OF NUMBERS (3) Pre: 222:** Elementary properties of integers, prime and composite numbers, Euclid's algorithm, congruencies, theorems of Fermat and Wilson, primitive roots, and diophantine problems.
- 413 INTRODUCTION TO REAL ANALYSIS (3) Pre: 225:** A rigorous development of the real number system, sequences and convergence, point sets, limits, continuity and differentiability of functions, the Reimann integral, and series.
- 414 INTRODUCTION TO COMPLEX ANALYSIS (3) Pre: 225:** A study of functions continuity, derivatives, convergence of infinite series, Cauch's integral formulas, Laurent's theorem, Taylor's series, and residues.
- 423 MODERN GEOMETRY (3) Pre: 224:** A study of the rise of postulational geometry, Euclid's system, non-Euclidean geometry, sets and propositions, forms of argumentation, deductive theory, postulational systems, consistency, independence and completeness of a postulational system, Hilbert's Postulates, point transformations, matrices,

the group of motion, projective spaces of dimension one, gross ratios, fixed points, and projectives.

- 425 INTRODUCTION TO SET THEORY AND TOPOLOGY (3) Pre: 413 or equivalent:** A study of elementary set theory, cardinal numbers, Hausdorff's maximal principle, metric and topological spaces, and including such topics as compactness, connectedness, and separation.
- 481 SEMINAR (1):** Readings and problems not covered in the required curriculum. Required for fourth year majors.

PHYSICS (PHY)

COURSE DESCRIPTIONS

- 212 GENERAL PHYSICS (4) Pre: 222:** A general survey course concerning fundamental concepts of physics. Mechanics, heat and sound are usually included. Three hours of lecture, two hours of laboratory and one hour of tutorial.
- 214 GENERAL PHYSICS (4) Pre: 212, MAT 223:** A continuation of 212 to include electricity, magnetism, the nature and theories of light and some concepts of atomic and modern physics.

SPEECH PATHOLOGY AND AUDIOLOGY (SPP)

MAJOR FIELD REQUIREMENTS:

<u>Course</u>	<u>No.</u>	<u>Course Title</u>	<u>Credits</u>
SPP	165:	Bases of Speech Behavior	3
SPP	251:	Phonetics	3
SPP	252:	Introduction to Oral Communication Disorders	3
SPP	345:	Nature of Language	3
SPP	351:	Anatomy and Physiology of Auditory	

		Mechanisms	3
SPP	352:	Disorders of Articulation	3
SPP	353:	Disorders of Voice	3
SPP	355:	Stuttering	3
SPP	361:	Introduction to Audiology	3
SPP	362:	Audiometry	3
SPP	363:	Aural Rehabilitation	3
SPP	367:	Clinical Practicum	
		or	
SPP	368:	Clinical Practicum	3
SPP	451:	Diagnostic Methods in Speech Pathology	3
SPP	452:	Physiogenic Disorders: Speech Pathology	3
BIO	211:	General Biology	
		and other SPP electives, as recommended by the area	<u>3</u>
		TOTAL:	45

COURSE SEQUENCE FOR SPEECH PATHOLOGY AND AUDIOLOGY MAJORS

FIRST YEAR

<u>Course and Number</u>	<u>Fall Semester</u>	<u>Spring Semester</u>
	<u>Credit</u>	<u>Credit</u>
ENG 151, 152 (2)	3	3
HPE 141, 151	1	1
MATH	3	—
SCI 151, 152 (2)	3	3
Humanities and Arts Electives (2)	3	3
Administrative and Urban Science Elective.		3
SPP 165	3	—
SPP 252	<u>—</u>	<u>3</u>
	16	16

SECOND YEAR

<u>Course and Number</u>	<u>Fall Semester</u>	<u>Spring Semester</u>
	<u>Credit</u>	<u>Credit</u>
SPP 251	3	—
SPP 345	3	—

SPP 351.....	—	3
SPP 453.....	—	3
Administrative and Urban Science Elective	9	—
Electives (free or required).....	<u>9</u>	<u>12</u>
	18	18

THIRD YEAR

<u>Course and Number</u>	<u>Fall Semester</u>	<u>Spring Semester</u>
	<u>Credit</u>	<u>Credit</u>
SPP 352.....	3	—
SPP 353.....	—	3
SPP 355.....	3	—
SPP 361.....	3	—
SPP 362.....	—	3
Electives (free or required).....	<u>9</u>	<u>12</u>
	18	18

FOURTH YEAR

<u>Course and Number</u>	<u>Fall Semester</u>	<u>Spring Semester</u>
	<u>Credit</u>	<u>Credit</u>
SPP 363.....	3	—
SPP 367.....	3	—
SPP 368.....	—	3
SPP 451.....	3	—
SPP 452.....	—	3
SPP 491.....	—	3
Electives (free or required).....	<u>9</u>	<u>9</u>
	18	18

TOTAL: 140

SPEECH PATHOLOGY AND AUDIOLOGY
(SPP)

COURSE DESCRIPTIONS:

165 **BASES OF SPEECH BEHAVIOR (3):** This course, designed as the

basic speech course, approaches the study of speech from nine different points of view. They are the social, physical, physiological, and genetic, neurological, phonetic, linguistic, psychological, and semantic aspects or bases of speech. Rather than concentrating on any one or few in particular, the course seeks to provide a brief introductory view of each of these areas.

- 251 PHONETIC (3):** This course is designed to provide students with a basic understanding and workable knowledge of the International Phonetic Alphabet as an important tool in the speech and hearing professions. Mastery of the underlying principles as well as practical applications are stressed. Consideration is limited however, to "correct" any defective English pronunciation.
- 252 INTRODUCTION TO ORAL COMMUNICATIONS DISORDERS (3):** This course is meant to provide a survey of the various types of disorders commonly encountered by persons in the speech and hearing professions. Topics generally include normal and disorders, and the development and production, the causes of these disorders, and the roles and responsibilities of persons who diagnose and treat these disorders.
- 345 NATURE OF LANGUAGE (3):** This course seeks to explain the nature of human symbolization. Areas of consideration include the acquisition and development of language in children, the role of spoken and written language in society, and an exploratory look at how language determines cultural factors and our perceptions of reality.
- 351 ANATOMY AND PHYSIOLOGY OF THE VOCAL AND AUDITORY MECHANISMS (3):** This course provides an in-depth study of those organs and systems of the body that contribute to the production or reception of speech. While the focus of attention is directed toward the already existing body of anatomical and physiological data, some consideration is given to the current methods and techniques for collection such data.
- 352 DISORDERS OF ARTICULATION (3) Pre: SPP 165-352 inclusive, BIO 211:** This course is concerned with the nature and prevalence of speech articulation disorders, particularly in children. Attention is directed toward the causes, diagnosis, and treatment of such disorders. Clinical observation of therapy is required.
- 353 DISORDERS OF VOICE (3) Pre: SPP 165- 351 inclusive, BIO 211:** This course is designed to provide a broad introduction to the field of functional and organic voice disorders. The course will survey the nature and causes of these disorders, the problems encountered by persons manifesting such disorders, as well as diagnosis and rehabilitative techniques.

- 355 STUTTERING (3) Pre: SPP 165-351 inclusive, BIO 211:** This course explores the nature of one of the least understood disorders of human communication, stuttering. Major emphasis is focused upon the theories advanced that seek to explain the causes of this disorder. An analysis of the more prominent therapy techniques is also undertaken.
- 361 INTRODUCTION TO AUDIOLOGY (3) Pre: SPP 165, 352, and 351:** This course covers the anatomical, physiological, and psychological aspect of hearing. Included are a survey of those pathologies that result in hearing loss, and practice in administering basic tests to identify and determine extent of hearing loss.
- 362 AUDIOMETRY (3) Pre: SPP 361:** This course covers the rationale and applications of the various specialized procedures, techniques, and tools used in the assessment of hearing loss.
- 363 AURAL REHABILITATION (3) Pre: SPP 165, 362:** This course explores the major experimental and clinical work in the rehabilitation of persons who are deaf or hard of hearing. Therapy procedures as well as amplification are considered. Information is drawn from professional journals, theses and dissertations.
- 365 SPEECH AND HEARING SCIENCE (3) Pre: SPP 165-351 inclusive, SPP 361 BIO:** This course explores current topics in the speech and hearing processes. The focus of attention is directed toward a consideration of research techniques, including instrumentation and experimental design, as well as results and practical application of these results. Information is drawn from the most current published as well as unpublished scientific sources.
- 367 CLINICAL PRACTICUM (3) SPP 165-363 inclusive SPP 451-453 co-requisites.** Practice in diagnosis and therapy of communicative disorders in children and adults.
- 368 CLINICAL PRACTICUM (3) SPP 165-353 inclusive, SPP 451, 453 co-requisites.** Practice in diagnosis and therapy of communicative disorders in children and adults.
- 451 DIAGNOSTIC METHODS IN SPEECH PATHOLOGY (3) Pre: SPP 165-362 inclusive, SPP 453, BIO 211:** This course is intended to provide the student with an understanding of, and practice in the basic clinical procedures involved in the evaluation of speech disorders. Procedures for case reporting, testing, recommendation for treatment, and referral are included.



- 452** **PHYSIOGENIC DISORDERS: SPEECH PATHOLOGY (3) Pre: SPP 165-362 inclusive BIO 211:** This course considers the procedures involved in the appraisal and treatment of speech problems that often accompany cerebral palsy, cleft palate, other maxillofasial injuries, and other physiogenically based idsorders.
- 453** **DISORDERS OF LANGUAGE (3) Pre: SPP 165-363 inclusive, BIO 211:** This course concentrates on the various disorders associated with inability to either develop or utilize language effectively. Among the topics considered are delayed language development in children due to retardation or emotional difficulties, delayed language development due to hearing loss of previously acquired language during advanced age.
- 491** **INDEPENDENT STUDY (3) Pre: All required courses in the area of SPEECH PATHOLOGY AND AUDIOLOGY, BIO 211:** This course is open to seniors who have completed all required courses. Its purpose is to allow the student to pursue a topic independently because his or her interest extends beyond the scope of its consideration in other courses. The student chooses the topic with the advice and consent of a faculty member.



SHAW UNIVERSITY



DIVISION OF TEACHER EDUCATION

THE DIVISION OF TEACHER EDUCATION

PHILOSOPHY: The Division of Teacher education aims to provide all students seeking a career in public instruction with a broad base of liberal arts studies combined with professional studies and experience necessary to the competent instruction of young persons as reflected by the standards and guidelines of a competency-based program by the North Carolina Department of Public Instruction. For students intending to enter graduate programs in specialized areas of education, the division also aims to provide a sound base of studies designed to prepare them for this program. The faculty believes that, because of the importance of education for the young, only those students demonstrating a high level of academic ability and personal maturity will be admitted to and prepared for a career in teacher education.

The Board of Trustees of Shaw University has reaffirmed its support and recognition of the importance of the Teacher Education Program at Shaw. Thus, the Board strongly encourages and vigorously supports the improvement and development of the Teacher Education Program. Thereby, a strong program in Teacher Education is recognized and advocated by the Shaw University Administration for the large segment of students desiring to become teachers.

TEACHER EDUCATION (EDU)

* MAJOR FIELD REQUIREMENTS:

<u>Course</u>	<u>No.</u>	<u>Course Title</u>	<u>Credits</u>
EDU	211:	The American School System	3
EDU	212:	Educational Psychology	3
EDU	216:	Field Laboratory Experience	1
EDU	220:	Social Foundations of Early Childhood	3
EDU	225:	Innovations, Experimentation and Research in K-3 Education	3
EDU	230:	The Elements of Music	3
EDU	260:	Child Psychology I (Birth to Six Years)	3
EDU	261:	Child Psychology II (Six to Twelve Years)	3
EDU	310:	Early Childhood Curriculum	3
EDU	316:	Field Laboratory Experience	1
EDU	323:	The Role of the Teacher	3
EDU	415:	Tests and Measurements	3
EDU	416:	Field Laboratory Experience	1
EDU	455:	Arts in the Elementary and Secondary Schools	3
EDU	460:	Teaching Mathematics in the Elementary School	3
EDU	461:	Teaching Language Arts in the Elementary School	3
EDU	463:	Teaching Social Studies in the Elementary School	3

EDU	464:	Teaching Physical Education in the Elementary School	3
EDU	465:	Teaching Science in the Elementary School	3

*EDU 340: Multi-Media Resources and Their Use in Education may become a required course beginning in the academic year of 1977-78. This will increase the required credit hours for Secondary Education majors from 30 to 33 hours.

<u>Course</u>	<u>No.</u>	<u>Course Title</u>	<u>Credits</u>
EDU	467:	Teaching of Reading in the Elementary School (REA 408)	3
EDU	480:	Student Teaching and Seminar	12
UPO	223:	American Governmental System	3
GEO	211:	Principles of Geography	3
		or	
GEO	213:	Regional Geography	3
HAS	341:	United States History I	3
HAS	342:	United States History II	3
MAT	215:	Mathematics for Elementary Teachers I	3
MAT	216:	Mathematics for Elementary Teachers II	3
TOTAL:			84

Elective courses for Early Childhood majors:

EDU	270:	Statistics in Education
EDU	340:	Multi-Media Resources and Their Use in Education

Intermediate Education (4 - 9):

NOTE: Students seeking certification in International Education must have at least one academic area of concentration; however, two are recommended from the following areas: Language Arts, Health and Physical Education, Mathematics, Natural Science, Social Sciences. The minimum requirement for an area concentration is 18 hours of credit, except for the Language Arts and Social Sciences which requires 24 hours of credit.

EDU	200:	Research in Education	3
EDU	211:	The American School System	3
EDU	212:	Educational Psychology	3
EDU	216:	Field Laboratory Experience	1
EDU	316:	Field Laboratory Experience	1
EDU	322:	Adolescent Psychology	3
EDU	323:	The Role of the Teacher	3
EDU	415:	Tests and Measurements	3
EDU	416:	Field Laboratory Experience	1
EDU	455:	Arts in the Elementary and Secondary Schools	3

EDU	461:	Teaching Language Arts in the Elementary Schools	3
EDU	463:	Teaching Social Studies in The Elementary Schools	3
EDU	464:	Teaching Physical Education in the Elementary Schools	3
EDU	465:	Teaching Science in the Elementary School	3
EDU	467:	Teaching of Reading in the Elementary School (REA 408)	3
EDU	480:	Student Teaching and Seminar	12
GEO	211:	Principles of Geography	3
		or	
GEO	213:	Regional Geography	3
HAS	341:	United States History I	3
HAS	342:	United States History II	3
MAT	215:	Mathematics for Elementary Teachers I	3
MAT	216:	Mathematics for Elementary Teachers II	3
UPO	223:	American Governmental System	<u>3</u>
TOTAL:			69

Electives Courses:

EDU	270:	Statistics in Education
EDU	340:	Multi-Media Resources and Their Use in Education

Secondary Education (10-12):

Completion of major area requirements in one of the following:

Biology	Mathematics
Chemistry	Music
English	Social Sciences
Health and Physical Education	Theatre

Plus professional education courses as follows:

EDU	211:	The American System	3
EDU	212:	Educational Psychology	3
EDU	216:	Field Laboratory Experience	1
EDU	316:	Field Laboratory Experience	1
EDU	322:	Adolescent Psychology	3
EDU	323:	The Role of the Teacher	3
EDU	340:	Multi-Media Resources and Their Use in Education	3
EDU	416:	Field Laboratory Experience	1
EDU	480:	Student Teaching and Seminar	12
EDU	490:	Methods and Materials (in major area)	<u>3</u>
TOTAL:			33

COURSE SEQUENCE FOR TEACHER EDUCATION MAJORS

FIRST YEAR

EARLY CHILDHOOD (K-3)

<u>Course and Number</u>	<u>Fall Semester</u>	<u>Spring Semester</u>
	<u>Credit</u>	<u>Credit</u>
ENG 151, 152	3	3
HPE 141, 152	1	1
Administrative and Urban Science Electives (2) .	3	3
MAT 151	3	—
Humanities and Arts Electives (2) (consult advisor)	3	3
SCI 151, 152	3	3
REA 151	<u>—</u>	<u>3</u>
	16	16

SECOND YEAR

<u>Course and Number</u>	<u>Fall Semester</u>	<u>Spring Semester</u>
	<u>Credit</u>	<u>Credit</u>
EDU 211, 212	3	3
EDU 216	1	—
EDU 220, 323	3	3
GEO 211, 313	3	3
HAS 151, 152	3	3
MAT 215, 216	3	3
UPO 223	<u>—</u>	<u>3</u>
	16	18

THIRD YEAR

<u>Course and Number</u>	<u>Fall Semester</u>	<u>Spring Semester</u>
	<u>Credit</u>	<u>Credit</u>
EDU 230	3	—
EDU 261, 310	3	3
EDU 316, 416	1	1
EDU 260, 415	3	3
EDU 340, 463	3	3
EDU 467	—	3
EDU 255, 464	<u>3</u>	<u>3</u>
	16	16

FOURTH YEAR

<u>Course and Number</u>	<u>Fall Semester</u>	<u>Spring Semester</u>
	<u>Credit</u>	<u>Credit</u>
EDU 461, 480.....	3	12
EDU 460.....	3	—
EDU 455.....	3	—
EDU 465.....	3	—
Electives (free or required: consult advisor) ...	<u>6</u>	<u>—</u>
	18	12

TOTAL: 128

FIRST YEAR

INTERMEDIATE EDUCATION (4-9)

<u>Course and Number</u>	<u>Fall Semester</u>	<u>Spring Semester</u>
	<u>Credit</u>	<u>Credit</u>
ENG 151, 152.....	3	3
Administrative and Urban Science Electives (2) .	3	3
Humanities and Arts Electives (2) consult advisor	3	3
HPE 141, 151.....	1	1
MAT 151.....	3	—
SCI 151, 152.....	3	3
REA 151 (if required).....	<u>—</u>	<u>3</u>
	16	16

SECOND YEAR

<u>Course and Number</u>	<u>Fall Semester</u>	<u>Spring Semester</u>
	<u>Credit</u>	<u>Credit</u>
EDU 211, 212.....	3	3
EDU 216.....	1	—
EDU 323 and EDU Electives (consult advisor) .	3	6
GEO 211 or 213.....	3	—
HAS 151, 152	3	3
MAT 215, 216.....	3	—
UPO 223.....	<u>3</u>	<u>—</u>
	19	18

THIRD YEAR

<u>Course and Number</u>	<u>Fall Semester</u>	<u>Spring Semester</u>
	<u>Credit</u>	<u>Credit</u>
EDU 230.....	—	3
EDU 322.....	3	—
EDU 316.....	1	—
EDU 340, 415.....	3	3
EDU 467, 463.....	3	3
EDU 464.....	—	3
Electives (free or required: consult advisor) ...	—	—
	16	15

FOURTH YEAR

<u>Course and Number</u>	<u>Fall Semester</u>	<u>Spring Semester</u>
	<u>Credit</u>	<u>Credit</u>
EDU 461, 480.....	3	12
EDU 460, 465.....	6	—
EDU 416, 455.....	4	—
Electives (free or required: consult advisor) ...	3	—
	16	12

TOTAL: 128

TEACHER EDUCATION
(EDU)

COURSE DESCRIPTIONS:

- 211 THE AMERICAN SCHOOL SYSTEM (3):** A general survey of the outstanding trends, problems and issues, and developments in education, including their historical significance. Designed to serve as an introductory course in education.
- 212 EDUCATIONAL PSYCHOLOGY (3):** An introduction to the study of the principles governing learning, drives, and psychological mechanisms related to educational situations and individual differences. Students are expected to spend some time studying children in actual school conditions and to record their findings.

216-316-416

FIELD LABORATORY EXPERIENCE (3): Opportunities are provided students during the last three years of their undergraduate study to engage in a number of field visitations and observations related to professional education courses. Such clinical experiences provide a lead-up to full-time student teaching assignment during the last semester of the student's last year.

220

SOCIOLOGICAL FOUNDATIONS OF EARLY CHILDHOOD EDUCATION (3): A study of selected sociological problems in modern education leading to a systematic analysis of social structure and stratification with emphasis upon the education process and the role of the school as a complex social institution.

225

INNOVATION, EXPERIMENTATION, AND RESEARCH IN TEACHING YOUNG CHILDREN (3): A survey is made of some of the recent innovations and experimentations in providing educational experiences for young children (i.e., Piaget's work and Sesame Street). Also, a review and study is made of a number of selected research reports and papers dealing with early childhood education.

230

ELEMENTARY MUSIC METHODS (See MUS 230).

240

INTRODUCTION TO TECHNIQUES IN EDUCATION RESEARCH (3): The course is designed to familiarize the student with writing and research in education through effective use of the library; to aid the student in identifying, locating, and utilizing information resources that appear in an ever increasing variety of printed materials; and to develop the student's ability to identify and analyze education problems and subject them to systematic inquiry as a means of changing and improving education. Special attention is given to different types of research, tools of research reports.

260

CHILD PSYCHOLOGY (The Child from Birth to 6 years) (3): A study of the psychology of the growing and developing young child from birth through infancy and the pre-school years. Primary emphasis is upon depicting and explaining the young child as he develops within the physical, personal, and cultural contexts of his early life.

261

CHILD PSYCHOLOGY (The child from 6 to 12 years) (3): The purpose of this course is to provide students with a practical and functional knowledge of the physical, social, emotional and mental processes and natures of children. Students are given many opportunities to observe children under school and out-of-school conditions. Opportunities are also given students to use informal child study techniques.

- 310 THE EARLY CHILDHOOD EDUCATION CURRICULUM (3):** Consideration is given to philosophies, principles, methods and materials underlying curricular provisions for the young child, including pre-school education. Opportunities are provided students to see at first hand educational facilities and school organizations which are offering early childhood education experiences. Also, students have opportunities to develop and present creative materials for use with children in a K-3 program.
- 322 ADOLESCENT PSYCHOLOGY (3):** A comprehensive study of the mental, emotional, social, and physical characteristics of adolescents with emphasis on the implications of these characteristics on personality development and adjustments. Students observe adolescents both in and out of school situations.
- 323 THE ROLE OF THE TEACHER (3):** This course is designed to interpret the organizational and administration structure of the American public school and the role of the teacher in the process. Attention is given to the philosophical and cultural influences upon organization and the administrative responsibilities involved in the development of the program. Emphasis is placed on the function of the teacher in (1) curriculum and change; (2) organization of instruction and scheduling; (3) extra-class activities and duties; (4) faculty-staff-pupil relationships, (5) teacher-administration relationships, and (6) pupil-personnel services.
- 340 MULTI-MEDIA RESOURCES AND THEIR USE IN EDUCATION (3):** This course is designed to survey a wide range of multi-media audio and visual resources in education and acquaint the students with their use in the classroom. Here the student is introduced to such media as the overhead projector, micro-teaching equipment, 16mm movie projector, tape recorder, 8mm projector, film strip projector, transparencies, etc. Students must secure permission from the instructor prior to registration.
- 415 TESTS AND MEASUREMENTS (3):** A course recommended for all teachers, psychologists, and social workers. It is designed to aid in the development of teacher-made tests, the use of standardized tests, and employment of statistical data in education.
- 455 ARTS IN THE ELEMENTARY SCHOOL (See ART 490).**
- 460 TEACHING MATHEMATICS IN THE ELEMENTARY SCHOOL (3):** Designed to prepare prospective elementary classroom teachers to provide meaningful learning experiences in mathematics, including a study of those elements which currently constitute a modern mathematics program in the elementary school.

- 461 TEACHING THE LANGUAGE ARTS IN THE ELEMENTARY SCHOOL (3):** This course is designed to improve and strength the prospective student teacher in the discriminating use of English. Through this process it is hoped that teachers will be better able to strengthen human understanding through the skills embedded in communication. These skills include speaking, writing, reading and listening. Further, this course is designed to provide for and develop those methodologies that can be implemented in the elementary grades for the assurance of developing the language arts, skills, and abilities.
- 463 TEACHING THE SOCIAL STUDIES IN THE ELEMENTARY SCHOOL (3):** Designed to prepare prospective elementary classroom teachers to provide meaningful learning experiences in the social studies and to familiarize students with materials and resources dealing with all the social studies areas commonly found in the modern elementary school social studies curriculum.
- 465 TEACHING PHYSICAL EDUCATION (See HPE 211 or 490).**
- 467 CONCEPTS AND STRATEGIES FOR TEACHING READING IN THE PUBLIC ELEMENTARY SCHOOL (3):** Theory and practice in the principles and methods of teaching reading. (Identical with REA 409).
- 480 EST STUDENT TEACHING IN THE ELEMENTARY SCHOOL AND SEMINAR (12):**
- or
- 480 SST STUDENT TEACHING IN THE SECONDARY SCHOOL AND SEMINAR (12):**. A full-time student teaching experience at the appropriate grade level: for 480 EST, either Early Childhood K-3 or Intermediate 4-6 for education majors.

At the secondary school level for 480 SST in the student's major subject area of specialization. This student teaching experience is of 9 weeks duration; however, the first part of this experience is spent on campus where students are engaged in seminar with their college student teacher supervisor at which time problems or orientation, including lesson planning, are studied.

After the student reports to his or her student teaching placement, he or she spends a portion of his or her first days in direct observation and conferences preparatory to actual teaching in the classroom. To receive an "A" type teacher's certificate in North Carolina, (which has reciprocal licensure agreements with a number of other states), 90 to 150 clock hours of actual teaching are required.

HEALTH AND PHYSICAL EDUCATION (HPE)

MAJOR FIELD REQUIREMENTS:

<u>Course</u>	<u>No.</u>	<u>Course Title</u>	<u>Credits</u>
HPE	221:	History and Principles of Health, Physical Education and Recreation	3
HPE	223:	Personal, School, and Community Health	3
HPE	312	Techniques and Methods in Seasonal Sports I	3
HPE	313:	Techniques and Methods in Seasonal Sports II	3
HPE	373:	Kinesiology	3
HPE	374:	First Aid, Safety, and Prevention of Athletic Injuries	3
HPE	423:	Adaptive and Corrective Physical Education	3
HPE	432:	Organization and Administration in Health, Physical Education and Recreation	3
HPE	472:	Introduction to Tests and Measurements in Health, Physical Education, Recreation	3
HPE	s214:	Beginning Swimming	1
HPE	s215:	Intermediate Swimming	1
HPE	s221:	Fundamentals of Rhythm	1
HPE	s224:	Tap, Folk, and Square Dance	2
HPE	s243:	Tumbling and Gymnastics	1
HPE	s244:	Advanced Gymnastics	1
TOTAL:			34

NOTE: Students majoring in Health and Physical Education are required to take the courses listed above; however, a student wishing to concentrate in recreation should consult the area advisor. Teaching majors are also required to take the professional education courses.

COURSE SEQUENCE FOR HEALTH AND PHYSICAL EDUCATION MAJORS

FIRST YEAR

<u>Course and Number</u>	<u>Fall Semester</u> <u>Credit</u>	<u>Spring Semester</u> <u>Credit</u>
ENG 151, 152 (2)	3	3
BIO 211	—	4
Administrative and Urban Science Electives (2) .	3	3

MAT 151	3	—
SCI 151, 152 (2)	3	3
HPE 141, 151	1	1
Humanities and Arts Elective (1)	<u>3</u>	<u>—</u>
	16	14

SECOND YEAR

	<u>Fall Semester</u>	<u>Spring Semester</u>
<u>Course and Number</u>	<u>Credit</u>	<u>Credit</u>
Humanities and Arts Elective (1)	3	—
EDU 216, 316	1	1
EDU 211	—	3
HPE 221, 225	3	3
HPE s221, s224	1	2
HPE s214, s244	1	1
HPE s243, s215	1	1
BIO 321, 323	4	4
HPE 312	<u>3</u>	<u>—</u>
	17	15

THIRD YEAR

	<u>Fall Semester</u>	<u>Spring Semester</u>
<u>Course and Number</u>	<u>Credit</u>	<u>Credit</u>
HPE 313, 432	3	3
HPE 351, 472	3	3
HPE 373, 374	6	—
EDU 212, 322	3	3
EDU 416	1	—
Electives (free or required: consult advisor) . . .	<u>2</u>	<u>9</u>
	18	18

FOURTH YEAR

	<u>Fall Semester</u>	<u>Spring Semester</u>
<u>Course and Number</u>	<u>Credit</u>	<u>Credit</u>
HPE 490, 480	3	12
HPE 423	3	—
EDU 340	3	—
Electives (free or required: consult advisor) . . .	<u>9</u>	<u>—</u>
	18	12

TOTAL: 128

HEALTH AND PHYSICAL EDUCATION (HPE)

COURSE DESCRIPTIONS:

- 141 PERSONAL HEALTH (1):** This course is designed to explore and discuss realistic health topics that stimulate, motivate, and inspire the student to wise health behavior in such crucial matters as eating, drinking, dieting, smoking, environmental and mental health, drug use and misuse, sex education, and family living.
- 151 FUNDAMENTAL SKILLS (1):** This course is designed for students who do not meet minimum standards of physical capacity and who wish to elevate general levels of physical conditioning as well as specific area of weakness. Emphasis is placed on a wide variety of exercises, fundamental sport skills, and games of low organization.
- 221 HISTORY AND PRINCIPLES OF HEALTH, PHYSICAL EDUCATION AND RECREATION (3):** Designed to enhance professional competencies in the cognitive and affective domains, with a broad understanding and interpretation of the historical, scientific, and philosophical foundations and principles of health, physical education and recreation in schools and various community agencies.
- 233 PERSONAL SCHOOL AND COMMUNITY HEALTH (3):** This course correlates and emphasizes the physical, mental and emotional aspects of health as they relate to specific personal health problems; also emphasis on the school and community phase of hygiene, and the relation of the teacher to school and community health.
- 281 RECREATION LEADERSHIP (3):** This course presents the history, theory, and philosophy of recreation, emphasizing the significance of recreation in an age of leisure. Practical leadership techniques for organized recreational activities are also discussed and demonstrated.
- 284 OUTDOOR EDUCATION AND CAMPING TECHNIQUES (3):** Nature, scope and procedures in the education of children and adults for life in the out-of-doors. New uses of camping as part of a total education program and integration of outdoor activities into a traditional school pattern. Examples of successful programs, teachable skills, units of work, conduct of field trips, utilization of facilities in immediate vicinity of the schools as well as of those for overnight, weekend, and longer term camping experiences.

- 285 SUPERVISED EXPERIENCE IN HEALTH: PHYSICAL EDUCATION, AND RECREATION (1):** Identical with EDU 216 except supervised by HPE faculty.
- 312 TECHNIQUES & METHODS IN SEASONAL SPORTS I (3):** This course is primarily designed to provide a common medium for HPE majors to learn professional skills with emphasis on techniques and materials of teaching a variety of sports that are usually engaged in during the fall and early winter months.
- 313 TECHNIQUES & METHODS IN SEASONAL SPORTS II (3):** This course presents a progressive athletic program for women, stressing methods of teaching, coaching and supervising women's sports. Officiating experiences are provided through the intramural and local community recreation programs.
- 341 METHODS AND MATERIALS IN COACHING & OFFICIATING MAJOR SPORTS (3):** This course is designed to introduce and improve HPE major skills, knowledge and understanding in the proper selection, purchasing and use of athletic materials; also the how, when and why of coaching and officiating major sports.
- 342 RECREATION FOR THE HANDICAPPED (2):** This course includes theory and practice in the development of recreation programs for the physically, mentally and socially handicapped.
- 343 SCHOOL AND COMMUNITY RECREATION (3):** Place of school and community agencies in providing for leisure needs of the public. Attention to agencies and programs presently active in providing public recreation. Emphasis on training of professional and volunteer leaders for various recreational agencies and service.
- 345 INTRAMURAL AND RECREATIONAL SPORTS FOR HIGH SCHOOLS AND COLLEGES (2):** This course presents the organization and administration of intramural and recreational activities as practiced in modern day schools and colleges. Emphasis is placed on team selections, scheduling, officiating, policies and equipment.
- 351 PRINCIPLES AND METHODS OF TEACHING HEALTH EDUCATION IN ELEMENTARY AND SECONDARY SCHOOLS (3):**
Pre: One year of biology: An overview of the school health programs designed to acquaint the teacher with modern concepts of health and safety in elementary and secondary schools. Consideration is given to the role of the classroom teacher in understanding and meeting the health needs of children from K-1 through the 12th grade; also the materials used in teaching modern health and safety education. (See EDU 464).
- 371 HUMAN ANATOMY (4):** Identical with BIO 312.)

- 372 HUMAN PHYSIOLOGY (4):** Identical with BIO 323.)
- 373 KINESIOLOGY (3):** A study of the principles of human motion. Anatomical and mechanical analysis of everyday physical education activities for the purpose of promoting normal development and improvement of performance.
- 374 FIRST AID, SAFETY AND PREVENTION OF ATHLETIC INJURIES (3):** This course covers phases of school, occupational, recreation, and home safety. Techniques and practices in the care and prevention of athletic injuries are discussed and demonstrated.
- 381 PLANNING AND ADMINISTRATION OF SOCIAL RECREATION (3):** Planning recreational programs for different age groups in all types of recreational agencies. Special attention to the planning and conducting of social recreation through classroom discussions and laboratory demonstrations.
- 382 PARK AND RECREATION SUPERVISION I (3):** This course deals with varied aspects of parks and playground operations. Management principles and techniques are related to facilities, personnel and finance are discussed and analyzed. Care and physical maintenance are observed and demonstrated for two semesters.
- 383 PARK AND RECREATION SUPERVISION II (3):** A continuation of HPE 382.
- 385 SUPERVISED EXPERIENCE IN HEALTH, PHYSICAL EDUCATION, AND RECREATION (1):** Identical with EDU 316 except supervised by HPE faculty.
- 423 ADAPTIVE AND CORRECTIVE PHYSICAL EDUCATION (3):** This course is designed to provide students with the cognitive, psychomotor and affective competencies that will enable them as professionals to design programs to meet the needs of those who have faculty physical, mental or emotional conditions that call for adaptive and/or corrective psychomotor involvements.
- 432 ORGANIZATION OF HEALTH, AND PHYSICAL EDUCATION (3):** This course considers administrative policies, problems and standards pertaining to the execution of the program of health and physical education in schools and colleges.
- 464 TEACHING PHYSICAL EDUCATION IN ELEMENTARY SCHOOLS (3):** A course designed for elementary teachers. Programs of physical education suitable for primary, intermediate and upper elementary grades dealing with principles, methods, and materials are studied.

- 472 INTRODUCTION TO TESTS AND MEASUREMENTS IN HEALTH, PHYSICAL EDUCATION RECREATION (3):** This course is designed to familiarize students with the process of collecting statistical data, its interpretation and use in teaching health, physical education or conducting recreational programs. Students are also introduced to the techniques of test construction and assigning letter grades.
- 485 SUPERVISED EXPERIENCE IN HEALTH, PHYSICAL EDUCATION AND RECREATION (1):** Identical with EDU 416 except supervised by HPE faculty.
- 490 METHODS AND MATERIALS OF TEACHING PHYSICAL EDUCATION IN SECONDARY SCHOOLS (3):** This course is designed to provide the HPE major with in-depth competencies in effecting the teaching and learning processes as related to the materials and methodologies of physical education in secondary schools (See EDU 464).
- 491 RECREATION AND PARK INTERNSHIP (3):** On-the-job experience in recreation planning and administration is provided by actually working in the field of recreation for public or private recreational agencies. Students are required to complete a minimum of 135 clock hours during their nine (9) weeks internship. A minimum of 3 hours per day must be arranged for on-the-job experience. Students must be equipped with adequate transportation to commute between working sites and residence. Fee: \$25.00.

Skills and Techniques

- s200 SPORTS APPRECIATION (1):** This course is designed to provide various experience in a variety of sport activities through the media of motion pictures, slides, television, athletic events, guest speakers, models and discussions. Students who cannot participate in the regular required skill courses may elect to take this course to meet the core physical education requirement.
- s211 ARCHERY (1):** Fundamental skills in target shooting and practice experience in archery games. Fee: \$4.00.
- s212 BASEBALL (1):** Practice fundamental individual baseball skills and strategies and the elements of position play.
- s213 BASKETBALL (1):** Practice experience in fundamental basketball skills and the elements of team play from the coaching standpoint.
- s214 BEGINNING SWIMMING (1):** Offers a fundamental skill and teaching knowledge of the basic strokes. Fee: \$10.00.
- s215 INTERMEDIATE SWIMMING (1):** Continuation of techniques of

elementary swimming with emphasis on endurance, breath control, water agility and the ability to cope successfully with a wide variety of aquatic rescue situations. Fee: \$10.00.

- s221 FUNDAMENTAL OF RHYTHM (1):** Fundamentals of movement and rhythmic response, both of which are essential to competence in the various fields of dance and in meeting the needs of daily living.
- s222 FIELD HOCKEY (1):** A basic course covering practice in the fundamentals of stick work and team play.
- s223 FOOTBALL (1):** Emphasis on the practice of fundamentals, essentials such as theory of position play and field strategy are coordinated.
- s224 TAP, FOLK AND SQUARE DANCE (2):** Emphasis is on the basic techniques of tap, folk and square dance.
- s225 MODERN DANCE (2):** A study of the fundamentals of modern dance, including an analysis of movement, conditioning techniques, choreography, composition, settings, costuming and exhibition.
- s226 RECREATION ACTIVITIES (1):** Fundamental techniques, knowledge and appreciation of recreational activities from childhood to adulthood. Shuffleboard, table tennis, croquet, modified bowling, horseshoes, darts, table games, party games and group games. Students who cannot participate in the regular skill courses may elect who cannot participate in the regular required skill courses may elect to take this course to meet the core physical education requirement.
- s241 GOLF (1):** Fundamentals of golf: grip, stance, swing, rules and etiquette. Practice will be given in use of long and short irons, the drive and putting. Practice and play on local golf courses.
- s242 BOWLING (1):** Fundamentals of duck pin and ten pin bowling. Practice in nearby commercial alleys. Fee: \$8.50.
- s243 TUMBLING AND GYMNASTICS (1):** Instruction in elementary gymnastics including calisthenics, apparatus and tumbling. Opportunity is provided for learning the techniques of teaching gymnastics.
- s244 ADVANCED GYMNASTICS (1):** The development of advanced skills in gymnastics and trampolining.
- s251 SOCCER (1):** Practice in basic skills of kicking, trapping, heading and tackling.

- s252 SOFTBALL (1):** Fundamentals of softball, the correct form of throwing, catching, pitching, batting and the play of different positions demonstrated and practiced.
- s253 TENNIS (1):** Demonstrated and drill in mechanics of grips, stances, footwork, strokes, services, fundamentals of court play, rules and strategy.
- s254 BADMINTON (1):** Demonstration and drill in mechanics of grips, stances, footwork, strokes, services, fundamentals of court play, rules and strategy.
- s261 VOLLEYBALL (1):** Training and coaching in the fundamentals of beginning and advanced volleyball, ball handling, serving, set-up, attack, blocking and strategy. Rule interpretation, officiating and skill tests.
- s262 WRESTLING (1):** Fundamental skills, individual and group methods of wrestling instruction.
- s263 TRACK AND FIELD (1):** Development of fundamental skills in the various track and field events ordinarily used in secondary schools and colleges.
- s265 SELF-DEFENSE (Karate & Judo) (1):** A practical course in self-defense designed to provide the basic skills, knowledge and understanding in judo and karate techniques. This course is designed for beginners only. Attainment of White Belt Rank.
- s271 FENCING (1):** This course is designed to provide students with the fundamental skills of foil, sabre and epee fencing.
- s273 HANDBALL (1):** This course aims to develop an understanding of rules, strategy and performance skills in handball; accuracy, agility, co-ordination and endurance are stressed.
- s274 PADDLE TENNIS (1):** To develop an understanding of rules, strategy and performance of skills in paddle tennis. Physical conditioning is stressed.
- s275 SLIMNASTICS (1):** This course is designed to provide students with appropriate knowledge and skills in body development and weight control.



UNIVERSITY INTEGRATED STUDIES (UIS)

COURSE DESCRIPTIONS

- 152 RACE, RACISM, AND HUMAN IDENTITY (3):** A study of race, racial and ethnic relations, and the experience of people under the conditions of racism. The course consists of a series of mini-courses examining the topic with the aid of the natural sciences, the social sciences, and the humanities.
- 153 LOVE, AGGRESSION AND CONFLICT (3):** A study of the place of love, aggression and conflict in human affairs. The course consists of a series of mini-courses examining the topic with the aid of the natural sciences, the social sciences, and the humanities.
- 154 SCIENCE, POLITICS AND THE FUTURE (3):** A study of scientific innovations and their effect on the human community. The course consists of a series of mini-courses examining the topic with the aid of the natural sciences, and social sciences, and the humanities.

THE CENTER FOR ALTERNATIVE PROGRAMS OF EDUCATION

CAPE is planned as a response to the current needs of potential students for whom many existing traditional undergraduate programs are too limited, too prescribed, inflexible and unadaptable to the life conditions of mature working adults. It provides innovative educational delivery systems for many self-directed, highly motivated persons who are otherwise unable to attend institutions of higher education. CAPE is designed specifically for the mature learner, who has demonstrated a deep interest, strong desire, clear vocational choice, and an expressed need to participate in an alternative form of education. It offers educational opportunities to those who, because of job or family situations, military service obligations, distance from a college, or need for flexible scheduling and course offerings, have been unable to attend institutions of higher education.

Through CAPE the faculty affords students a unique opportunity to participate in a process of learning that goes beyond the traditions of a sharply circumscribed campus and calendar; students are enabled to earn as they learn through such instructional modes as independent study, internships, seminars, life experiences, and regular classes at Shaw's campus in Raleigh, North Carolina or at Shaw University's Center for Alternative Education at 416 Raleigh Street, Fayetteville, North Carolina.

As a delivery system, CAPE has no separate faculty, majors or degrees of its own. Instead, designated majors and selected course offerings are made available through which the student may pursue his studies through combinations of the following alternative routes of study:

1. Independent Study
2. Specifically Arranged Seminars
3. Evening Classes
4. Week-end Classes
5. Day-time Classes
6. Courses Taken at Other Accredited Colleges and Universities
7. Internship Programs

A student may also accelerate his program through CAPE by an combination of the following:

1. College Level Examination Program (CLEP), Subject Standardized Test (SST), Military Schools, Transfer Credits
2. Exemption Examination
3. Life Experience Credits

ADMISSIONS:

All adults and working students who have completed high school or who hold certificate of high school equivalency are eligible to apply for admission

to the program. Completed applications for admission must be submitted according to the following schedules:

SUBMIT BY	SEMESTER BEGINS
August 1	September
December 1	January
April 1	May

TUITION AND FEES

- A. A non-refundable \$10.00 fee must accompany the application.
- B. Tuition is \$50.00 per credit unit.
- C. General Fees will not exceed \$65.00 per semester.

FINANCIAL AID

Specific information on financial aid may be obtained from the Office of Financial Aid. Assistance is available to students through State or Federal programs.

DEGREE PROGRAMS

Courses of study leading to the bachelor's degree are available in the areas of:

Public Administration/Criminal Justice
Business Management and Accounting
Behavioral Science
Liberal Studies

HOW TO APPLY FOR LIFE EXPERIENCE CREDITS

Applicants who have had out of class experiences through which learning has occurred at the college level and who can document and/or demonstrate such learning may petition the University to recognize such learning and to grant them academic credits for life experiences. The applicant should first obtain a copy of our pamphlet on Assessing Life Experience for Academic Credits. For more details on Life Experience, CLEP, exemption examinations and others, consult:

The Director of CAPE
Shaw University
Raleigh, North Carolina 27611
Phone: (919) 755-4905 or 4825

ACCREDITATION AND MEMBERSHIPS

Southern Association of Colleges and Schools
North Carolina State Department of Public Instruction
Association of American Colleges
American Council on Education
American Alumni Council
American Association of Colleges for Teacher Education
American Association for Higher Education
American Association of University Professors
American Association of University Women
Central Intercollegiate Athletic Association
National Association for Intercollegiate Athletics
National Collegiate Athletic Association
North Carolina Association of Colleges and Universities
North Carolina Association of Independent Colleges and Universities
National Association of Equal Opportunity in Higher Education
Positive Futures
Union for Experimenting Colleges and Universities
United Negro College Fund, Inc.



SHAW UNIVERSITY'S NATIONAL ALUMNI ASSOCIATION

Shaw University's National Alumni Association is almost as old as the University itself. It was organized to perpetuate friendship associated with the life of the University, to promote fellowship among all graduates, and to be a supportive organization to the University.

Among its many contributions, Shaw University's National Alumni Association has assisted in the growth and development of the physical plant and the educational programs of the University.

It has played an important role in assisting students in furthering their educational causes. Many individual alumni provide scholarships and awards to outstanding students yearly.

The Association is made up of all persons having received degrees either earned or honorary from Shaw University. The National body meets twice a year, in November (during homecoming week) and June (during commencement on Alumni Day).

The National body works in close cooperation with the Pre-Alumni Organization made up of undergraduates at Shaw in an effort to perpetuate pride in belonging to the Shaw family.

The Shaw University Administration, faculty and staff are well aware of the importance of the National Alumni Association. They comprise the largest single body of supporters of the University's development and resources.

Nothing could have been accomplished throughout Shaw's history without the generous support of those who identified the University's aspirations with their own.



1977-78 NATIONAL OFFICERS AND DIRECTORS OF THE NATIONAL ALUMNI ASSOCIATION

Reverend Ralph Grant, Jr.
President
29 Wilbur Avenue
Newark, New Jersey 07112

Mr. Herbert Hilliard
First Vice President
2904 Neward Drive
Raleigh, North Carolina 27610

Mrs. Blanche Rivers
Second Vice President
1617 East Martin Street
Raleigh, North Carolina 227610

Mr. Milton Daniels
Third Vice President
1111 Washington Street
Wilson, North Carolina 27895

Mrs. Helen Stone
Secretary
9 High Terrace
Montclair, New Jersey 07042

Mrs. Eleanor Simmons
Recording Secretary
1006 South Person Street
Raleigh, North Carolina 27601

Dr. Dorothy Haith
Treasurer
P.O. Box 698
Huntsville, Alabama 35804

Attorney William Raines
Parliamentarian
209 West 125th Street
New York, New York 10027

Reverend Kemp Battle
Chaplain
P.O. Box 384
Rocky Mount, North Carolina 27801



SHAW UNIVERSITY



BOARD OF TRUSTEES

SHAW UNIVERSITY BOARD OF TRUSTEES**HONORARY**

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PAUL H. JOHNSON, *Raleigh, North Carolina – Minister, Martin Street Baptist Church*

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RALPH GRANT, *Newark, New Jersey*
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General Baptist State Convention of North Carolina

MILTON OWENS, *Valley Forge, Pennsylvania*
Product Development Director, Judson Press
American Baptist Board of Education and Publication

O.L. SHERRILL, *Raleigh, North Carolina*
CHAIRMAN
Executive Secretary, General Baptist State Convention of
North Carolina

GREGORY CHANDLER, *Raleigh, North Carolina*
Student Representative

EXPIRING 1978

JOHN H. BAKER, JR., *Raleigh, North Carolina*
Administrative Staff Aide to United States Senator
Robert Morgan

GEORGE C. DEBNAM, *Raleigh, North Carolina*
VICE CHAIRMAN
Physician

J. JASPER FREEMAN, *Norfolk, Virginia*
Minister, Queen Street Baptist Church

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Special Assistant for Minority Affairs, State of
North Carolina

PAUL C. PERKINS, *Orlando, Florida*
TREASURER
Attorney-at-Law

WILLIAM C. RAINES, *New York, New York*
Attorney-at-Law

EXPIRING 1979

KANAWHA Z. CHAVIS, *Atlanta, Georgia*
Director, Education Division, Leadership Development Program,
Southern Regional Council

C. MELVIN CREECY, JR., *Rich Square, North Carolina*
Moderator, Beulah Association, General Baptist State Convention

CHANCY R. EDWARDS, *Fayetteville, North Carolina*
Minister, First Baptist Church

GEORGE GOODWIN, SR., *Raleigh, North Carolina*
County Commissioner; Retired Executive, T.A. Loving Company

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SECRETARY
Dean, School of Library Media, Alabama A. and M. University

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President, Rector Construction Company

W. LARRY WALLACE, *Raleigh, North Carolina*
ASSISTANT SECRETARY
Assistant to Secretary of Natural Resources, State of
North Carolina

JOHN W. WHITE, *Asheville, North Carolina*
Minister, Mount Zion Baptist Church

EXPIRING 1980

JYLES J. COGGINS, *Raleigh, North Carolina*

Mayor of Raleigh

President, Coggins Construction Company

MRS. EVELYN LONG CUNNINGHAM, *New York City*

Director, Office of Women's Affairs, New York State

GILBERT R. GREEN, *Natick, Massachusetts*

President, Gilbert R. Green and Company, Inc.

GEORGE R. GREENE, *Raleigh, North Carolina*

District Court Judge, Wake County

WILLIAM H. JONES, JR., *Elizabeth City, North Carolina*

Principal, P.W. Moore High School

LESLIE A. PEARCE, *Raleigh, North Carolina*

District Manager of Raleigh, Carolina Power and Light Company

MOSES A. RAY, *Tarboro, North Carolina*

Dentist

JOHN W. WINTERS, *Raleigh, North Carolina*

State Senator

Real Estate Broker and Builder



SHAW UNIVERSITY



OFFICERS OF ADMINISTRATION AND STAFF

OFFICERS OF ADMINISTRATION AND STAFF

I. OFFICE OF THE PRESIDENT

JOHN FLEMING, A.B., M. DIV., D. MIN. Interim President

ROBERTA LIGHTNER FLOYD - Executive Secretary

MARILYN FIELDS, B.S. - Administrative Assistant

II. ADJUNCTS TO THE OFFICE OF THE PRESIDENT

1. Research and Evaluation

WILMOTH CARTER, A.B., M.A., Ph.D. - Vice President

MARTHA WHEELER, B.S., M.S. - Assistant to the Vice President

MILDRED HOOKER, B.A. - Administrative Assistant

2. Computer Center

NORBERT HOFFMAN, B.S., M.S. - Director

JAMES HARRIS, B.S. - Computer Analysis

MARY NEWTON - Key Puncher

JOCELYN HONEYBLUE - Key Puncher

3. Planning and Development

LEE MONROE, B.A., M.A. - Director

Louis Lewis - Development Officer

ROSEMARY KING, B.A. - Secretary

4. Personnel and Management

ROBERT POWELL, B.S., M.A. - Special Assistant

5. Advanced Institutional Development Program

KALYAN K. GHOSH, B.S., M.S., Ph.D. - Director

McLOUIS CLAYTON, B.S., M.A., Ph.D. - Assistant Director

JESSIE SMITH - Secretary

III. ACADEMIC AFFAIRS

1. Office of the Vice President

KALYAN K. GHOSH, B.S., M.S., Ph.D. - Vice President

BESSIE STRINGFELLOW, B.A. - Administrative Assistant

2. Office, Division of Humanities and Arts

HORACE B. CAPLE, B.A., M.A. - Chairperson

BARBARA MALLOY, Secretary

3. Office, Administrative and Urban Sciences

LORENZO THOMPSON, SR., B.A., M.S., M.P.A., Ph.D. - Chairperson

ANN GRIFFIN - Secretary

4. Office, Natural and Physical Sciences

ROGER JENKINS, A.A., B.S., Ph.D. - Chairperson

LOUIS SMITH - Secretary

GAIL BRACKETT, Speech and Hearing Secretary

5. Office, Teacher Education

RANDOLPH TOBIAS, B.A., M.A., Ed.D. - Chairperson

CAROLE J. WATKINS - Educational Resource Assistant

O.A. DUPREE, B.S., M.A. - Consortium Project Director
DEBORAH THOMPSON - Secretary

6. Academic Skills Center

ROSALIE WILLIAMS, A.B., M.A. - Director

7. Center for Alternative Programs of Education

McLOUIS CLAYTON, B.S., M.A., Ph.D. - Director

GLORIA SMITH, A.B., M.S. - Coordinator of Educational Activities

JAMES McCULLOM, B.S., M.B.A. - Educational Activities Coordinator

8. Library and Learning Resources Center

MILDRED MALLETTE, B.S., M.L.S. - Director

BEATRICE MARTIN, A.B. - Staff Assistant

BERNICE RAINBOW, A.B., B.S.L.S. - Circulation Librarian

ROBENA BRADLEY, A.B., M.L.S. - Catalog Librarian

MARION BRYANT, B.S. - Acquisitions Librarian

SUSAN GRAMBLING - Circulation/Media Librarian

SHARON MIDDLETON - Secretary

9. Records and Registration

RUDOLPH WILLIAMS, B.S., M.S. - Director

JENNIE BROWN - Assistant to the Director

JUNE YOUNG - Secretary

MAYME BANKS - Clerical Assistant

IV. STUDENT AFFAIRS

1. Office of the Director

MACK SOWELL, A.B. - Director

WILLIE JONES, A.B. - Associate Director

BARBARA BAYLOR, B.A. - Administrative Assistant

J.E. LYTLE, A.B., M.A. - Athletic Director

2. Residence Personnel

DAISYBELLE CLARK, A.B. - Residence Coordinator (Women)

BURNETTA MOORE, A.B. - Residence Counselor (Women)

CHARLES MITCHELL, B.A. - Residence Coordinator (Men)

WILLIE FRAZIER, B.A. - Residence Counselor (Men)

3. Health Services

GEORGE C. DEBNAM, MD. - Physician

BERTRAM D. HAYWOOD, MD. - Physician

LEROY BURTON, MD. - Physician

NORMAN EAGLE, RN. - Nurse

ANN E. HARRIS, LPN. - Nurse

4. Student Activities

JoANN MILLER, B.A. - Counselor

5. Financial Aid

HELGA GREENFIELD, A.B. - Director

THEODORE HINDSMAN, A.B. - Assistant Director

MARILYN A BALDWIN - Secretary

6. Admissions

MILDRED C. CHRISTMAS, B.A. - Director

GWENDOLYN ANTHONY - Admissions Assistant for CAPE

7. Recruitment

TERETHA LEMON, B.A.
JAMES MITCHELL, B.A.
CALVIN SWINSON, B.A.

V. UNIVERSITY RELATIONS

THOMAS E. KEE, A.B., M.A. - Director
LILLIE M. DUNN - Administrative Assistant
CHARLES E. BLALOCK, SR., - Coordinator of Information Services
BARBARA MANN - Coordinator of Alumni Relations
VIVIAN GALBREATH - Secretary

VI. RELIGIOUS LIFE AND COUNSELING**1. Office of the Director**

RONALD L. SWAIN, B.A., M.Ed. - Director and University Minister
LILLIAN M. HARRIS - Secretary

2. Counseling

JOYCE HINES, B.A. - Counselor and Foreign Student Adviser

3. Career Planning and Placement

DORIS ANDERSON, B.A. - Coordinator

4. Special Service/Upward Bound

CAROL GARTRELL, A.B. - Director
WESLEY ALSTON, B.A. - Counselor-Coordinator
DWIGHT MIDGETTE, B.A. - Counselor - Coordinator
SALLY M. GOODSON, B.A. - Tutorial Coordinator
YSAFAH RABB - Secretary

VII. FISCAL AFFAIRS**1. Office of the Business Manager**

WILLIAM LOVE, A.B. - Business Manager
GLORIA CUMBO, B.S. - Administrative Assistant and Personnel Officer

2. Students Accounts and Purchasing

QUEEN LEE, A.B. - Coordinator

3. Accounting

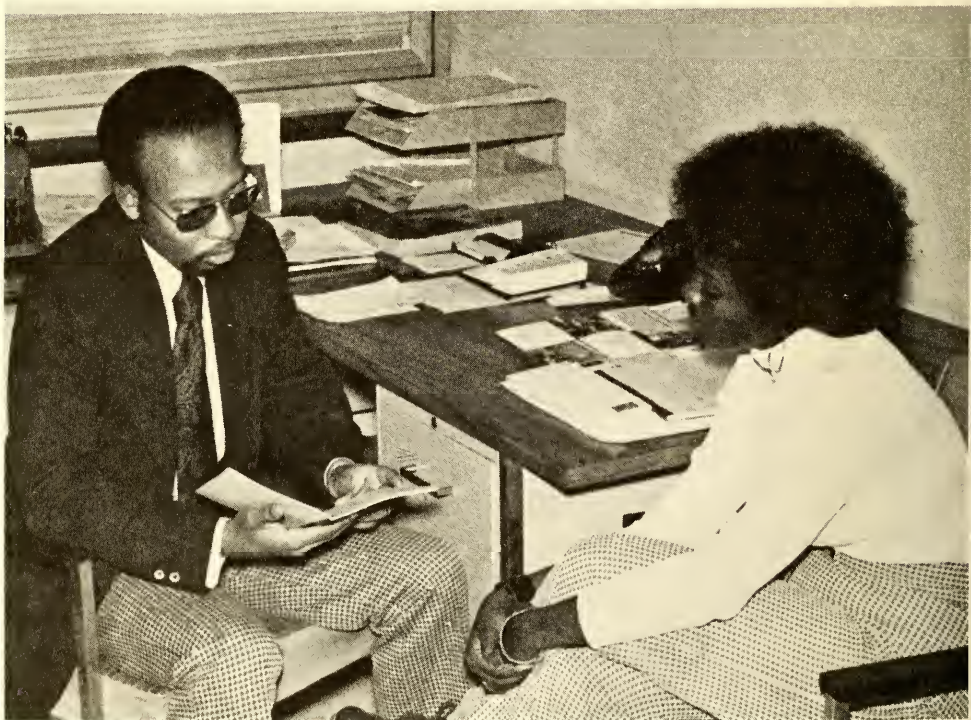
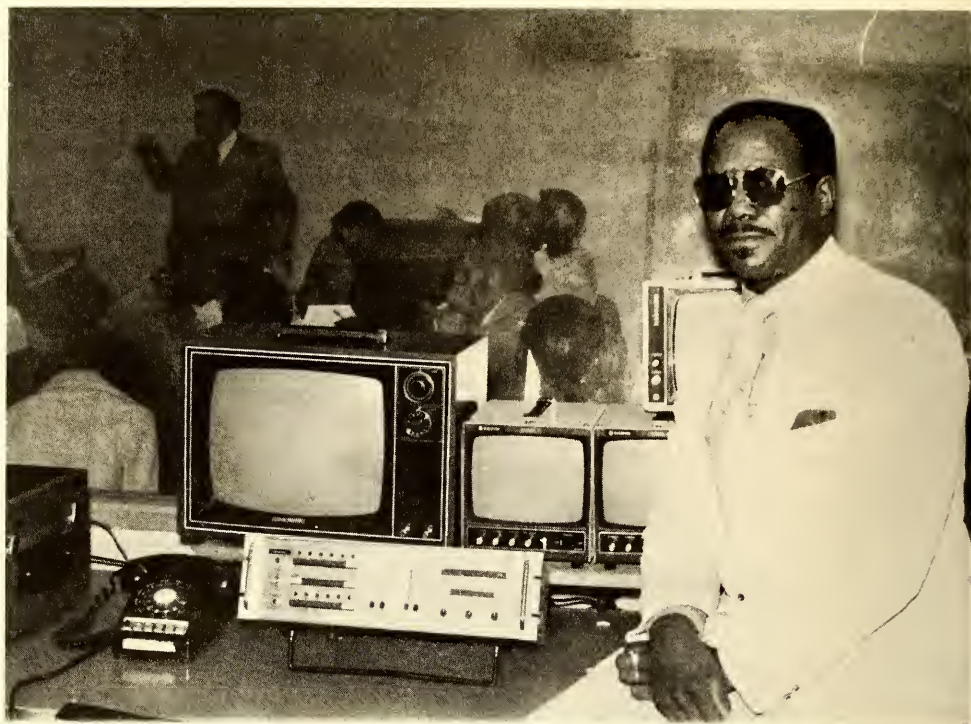
LAMMA ADAMS - Director of Accounting and Sponsored Programs
GLORIA JONES - Clerk
LEROY JOHNSON, B.A. - Chief Accountant
MARIE CLARK - Accountant
POLLY WATSON - Cashier
VERDIS JONES - Clerk

4. University Services

JAMES GAMBRELL, A.B. - Director
DANIEL WHITE, B.A. - Assistant to the Director
ELNORA KEE, A.B. - Bookstore Manager
GENEVA HIGHSMITH - Switchboard Operator

PRINCESS HAYWOOD - Postal Clerk
STANLEY BALLENTINE - Coordinator of Plant Services
VIVIAN WRIGHT - Secretary
GEORGIA MATTHEWS - Coordinator of Secretarial Services
HERMAN HINTON - Printer
RENA BLYTHER - Stenographer
HELEN GRAHAM - Stenographer
BARBARA EVANS - Inventory Clerk
FREDDIE NELSON - Director of Safety and Security
EUGENE HOWELL - Superintendent of Building and Grounds





SHAW UNIVERSITY



OFFICERS OF INSTRUCTION

OFFICERS OF INSTRUCTION

*On Leave

- BEVERLY AGEE** *Instructor of Music*
B.A., Shaw University; M.A. University of Iowa.
- ORUS BARKER** *Professor of Philosophy and Religion*
A.B., Duke University; B.D., University of Heidelberg; Ph.D., Duke University.
- JOAN BARRAX** *Assistant Professor of English*
B.A., Howard University; M.A., University of Pittsburg.
- RICHARD BERKELY** *Assistant Professor of Chemistry,*
B.S., University of Texas; Ph.D., University of Alberta.
- S. JABULANI BEZA** *Associate Professor of Urban Politics*
B.A., M.A., Ph.D., University of Southern Illinois.
- *FLORINE BURCH** *Instructor of English*
B.A., Shaw University; M.A., University of North Carolina at Chapel Hill;
(Ph.D. Candidate) Catholic University.
- J. ESTES BYERS** *Adjunct Professor of Education*
B.A., Shaw University; M.A., Columbia University.
- HORACE B. CAPLE** *Associate Professor of Theatre Arts*
B.A., Hampton Institute; M.A., University of North Carolina at Chapel Hill.
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- PATRICK ELLIOTT** *Professor of English*
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- *NADER SULEIMAN.** *Assistant Professor of Business Management*
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- *REGINALD SUTTON.** *Assistant Professor of Urban Planning*
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- LOIS WORTHAM.....*Instructor of Music*
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SHAW UNIVERSITY



APPENDIX

PRESENTED ON THE NEXT FEW PAGES ARE SOME OF THE MOST FAMILIAR FORMS USED BY STUDENTS. ANY QUESTIONS REGARDING THESE FORMS, OR OTHERS USED, BUT NOT PRESENTED, SHOULD BE DIRECTED TO THE DIRECTOR OF STUDENT AFFAIRS. (919-755-4843)



REGISTRATION FORM

PLEASE PRINT

[illegible]

SOCIAL SECURITY NUMBER

Print

Last Name

First

Middle

Local

Local Address

Street/Box

City

State

Zip

Local
Tel. No.

HOME
Addr

Street/Box _____

City

State

Zip

Tel. No.

Classification

Major

Teach Ed?

Semester /Session

Year

DO YOU EXPECT TO GRADUATE
THIS SEMESTER? YES () NO ()

IF "YES" YOU MUST FILE AN APPLICATION IN THE OFFICE OF THE REGISTRAR WITHIN 10 DAYS.

NAME OF OTHER COLLEGE
PREVIOUSLY ATTENDED

1. To be valid, this form must be dated and signed by adviser.
2. Submit form to Department of Registration and Records. Registration will not be effective until this step has been completed.

[illegible]

Signed:

Student

Date _____

Signed: _____

Student's Advisor

Date _____



APPLICATION FOR ADMISSION

FORM AD 1
A non-refundable
\$10.00 fee must
accompany this form

Date you wish to enter (Circle One) Fall 19____ Spring 19____ Summer 19____

Deadlines for Receipt of Application: Fall-Aug. 10 Spring-Dec. 10 Summer-Apr. 10

1. Last Name (Print) _____ First Name _____ Middle Name _____
 2. Social Security No. _____ Age _____ Sex _____
 3. Home Address (Permanent mailing Address) _____ Number and Street _____

City _____ State _____ Zip _____ Telephone _____
 Birthdate _____ Mo. _____ Day _____ Year _____ Birthplace _____ City _____ State _____

5. Class you wish to enter: Fresh ☐ Soph. ☐ Jr. ☐ Sr. ☐ Do you plan to attend: Full-time ☐ Part-time ☐

What is your intended field of study? _____

Family Data	<input checked="" type="checkbox"/> Father or Guardian	<input type="checkbox"/> Mother (Maiden Name)	<input type="checkbox"/> Unmarried wife (If Married)
Full Name (If deceased, write deceased after name)			
Occupation			
Present Mailing Address			

School Data	List all schools & Colleges you have attended, in chronological order beginning with present school if veteran include military service and dates.		
Date of Attendance From _____ To _____	Name & Location of School (If Veteran-Specify Branch)	Diploma, Degree or Type of Discharge	

8. Have you taken ACT test? Yes _____ No _____ SAT test? Yes _____ No _____
 If Yes, specify Date of Test _____ and date you plan to take it _____ If No, specify the test (ACT/SAT Circle One)¹

9. Do you plan to live on campus? Yes _____ No _____

10. Do you have any physical condition which requires special arrangement? Yes _____ No _____

REQUIRED IMMUNIZATIONS:
Vaccinations

Date of Last _____ Reaction _____

Polio _____
 Tetanus _____
 Smallpox (within 2 years) _____
 Other _____

M. D. _____
 (Signature of Examining Doctor)

(Printed Name and Address)

UNIVERSITY HEALTH SERVICE

SHAW UNIVERSITY, Raleigh, North Carolina 27602

PHYSICAL EXAMINATION

NAME (Last) _____ (First) _____ Age _____ Height _____ Weight _____
 Date _____ HOME ADDRESS _____ No. _____ Street _____ City _____ State _____ Zip Code _____
 Parent or Guardian _____ Address _____ Phone _____
 IS CASE OF HEMISS. NOTIFY _____
 Name _____ Address _____ Telephone _____

Rheumatism (Ever or Rheumatoid)²

Diabetes³

Emotional or Nervous Disorder²

Operations²

Results of Past Diseases, Injuries, or Operations²

Limited Diseases²

Student's Classification _____

PLEASE DO NOT FOLD

SHAW UNIVERSITY
RALEIGH, NORTH CAROLINA 27602
UNIVERSITY HEALTH SERVICE
Patient Summary Chart

Please fill out and return
with medical examination

INSTRUCTIONS

1. An application for medical clearance will be considered complete when the following have been received:
 - A. Have you submitted Entrance Physical Examination, Medical History, Chest X-ray (current or recent report)? Yes ()
 - B. Have you submitted Blood Serology report? (recent) Yes ()
 - C. Have the required immunizations been received? Yes ()
 - D. Have the Parental Permit and Financial Guarantee been signed? Yes ()
2. Have you answered all questions on the accompanying forms? Yes ()
3. Medical clearance for registration will be granted only when completed. It is to the applicant's advantage to file early and to insure that medical requirements are complete.
4. After review of a completed application, the medical director will decide whether additional information and/or a personal interview will be desired. An applicant will not be duly registered without a "Nurse Health Interview." Each applicant to be interviewed will be notified.
5. When a definite decision has been made the applicant will be notified as soon as feasible.
6. Each accepted student is given an University Health Service number which denotes clearance for registration. This number will be used by the student during his entire tenure at Shaw University.
7. Medical information must be received 2 (two) weeks prior to registration, or registration procedures will be delayed.

For further information concerning medical requirements, address:

Medical Director
University Health Service
Shaw University
118 East South Street
Raleigh, North Carolina 27602

Name: _____ Last _____ First _____ Middle _____ Marital Status S M W D

Date of Birth / / Age Sex Date of Enrollment / /

School Address: _____ Street & Number _____ City & State _____ Zip Code _____ Telephone _____

Full Home Address: _____ Street and Number _____ City _____ State _____ Zip Code _____

Notify in case of emergency: _____ Telephone: _____ Relationship: _____ Business Telephone _____

Address: _____ Street & Number _____ City _____ State _____ Zip Code _____

PARENTAL PERMIT: The law requires that parental permission be obtained for procedures on minors. The following consent form should be signed by the parents or legal guardians so that the student is properly carried out, and so that no unnecessary delays will occur in the procedures. However, no major operation will be performed, except in an emergency, without parents being contacted and fully informed.

I, the undersigned, who as the _____ of _____ hereby give permission to the physicians and attendant staff of physicians or surgeons of Shaw University Health Service to perform such diagnostic, therapeutic and operative procedures for (me, him, her) as they deem necessary, releasing the Shaw University Health team from any liability.

Witness _____ Date _____ Signature _____

Responsible Party or Insurance Coverage _____
Name: _____ Relationship _____
Address: _____
Certificate Number & Insurance Company _____
Guarantee of Financial Responsibility _____

I, the undersigned, do hereby expressly guarantee payment in full of any and/or all charges for medical services (not covered by school insurance) rendered by the Shaw University Health Service and it's affiliates on behalf of myself or my minor _____

Date: _____ Student's Name _____ Signature of Parent or Guardian _____
Accepted: _____ (Witness) _____

Please return completed form to: Director, Student Health Service
Shaw University
Raleigh, North Carolina 27602

NUMBER OF FOREIGN STUDENTS BY COUNTRY FOR
THE YEAR 1976-1977

SHAW UNIVERSITY

COUNTRY	1st Semester		New 2nd Sem.		TOTAL		TOTAL BOTH
	Male	Female	Male	Female	Male	Female	
Bermuda	0	1			0	1	1
Ethiopia	1	0			1	0	1
Gambia	1	0			1	0	1
Gaza	1	0			1	0	1
Germany (West)	0	1			0	1	1
Ghana	5	1			5	1	6
India	1	0			1	0	1
Iran	2	2	0	1	2	3	5
Iraq	1	0			1	0	1
Israel	3	0			3	0	3
Jordan	5	0			5	0	5
Kenya	0	1			0	1	1
Kuwait	3	0	3	0	6	0	6
Lebanon	5	0			5	0	5
Liberia	1	0			1	0	1
Nigeria	26	1	5	0	31	1	32
Qatar	2	0			2	0	2
Sierra Leone	1	0	1	1	2	1	3
Syria	1	0			1	0	1
Tanzania	0	1			0	1	1
Tokyo	0	1			0	1	1
Virgin Islands	1	0			1	0	1
Zaire	16	1	1	0	17	1	18
Unknown	5	0	1	0	6	0	6
TOTAL	81	10	11	2	92	12	104

GEOGRAPHICAL DISTRIBUTION OF ENROLLMENT FOR
THE YEAR 1976-1977

SHAW UNIVERSITY

State/Country	1st Sem.		New 2nd Sem.		Total		Total Both
	Male	Female	Male	Female	Male	Female	
Alabama	6	4			6	4	10
Connecticut	9	4			9	4	13
Delaware	6	0	0	1	6	1	7
District of Col.	17	31	0	1	17	32	49
Florida	73	40	4	2	77	42	119
Georgia	8	10			8	10	18
Illinois	35	13	2	1	37	14	51
Maryland	2	5			2	5	7
Massachusetts	1	1			1	1	2
Michigan	3	1			3	1	4
Missouri	1	0			1	0	1
New Jersey	44	35	2	0	46	35	81
New York	51	39	1	1	52	40	92
Ohio	2	2	1	0	3	2	5
Pennsylvania	18	13	3	1	21	14	35
Rhode Island	00	1			0	1	1
South Carolina	58	53	3	1	61	54	115
Tennessee	1	2			1	2	3
Texas	1	1			1	1	2
Virginia	45	33	2	2	47	34	81
Washington	1	0			1	0	1
	382	288	18	9	400	297	897
North Carolina	344	349	56	51	400	400	800
	726	637	74	60	800	697	1497
Foreign	80	10	11	2	91	12	103
Total	806	647	85	62	891	709	1600

1453

147

1600

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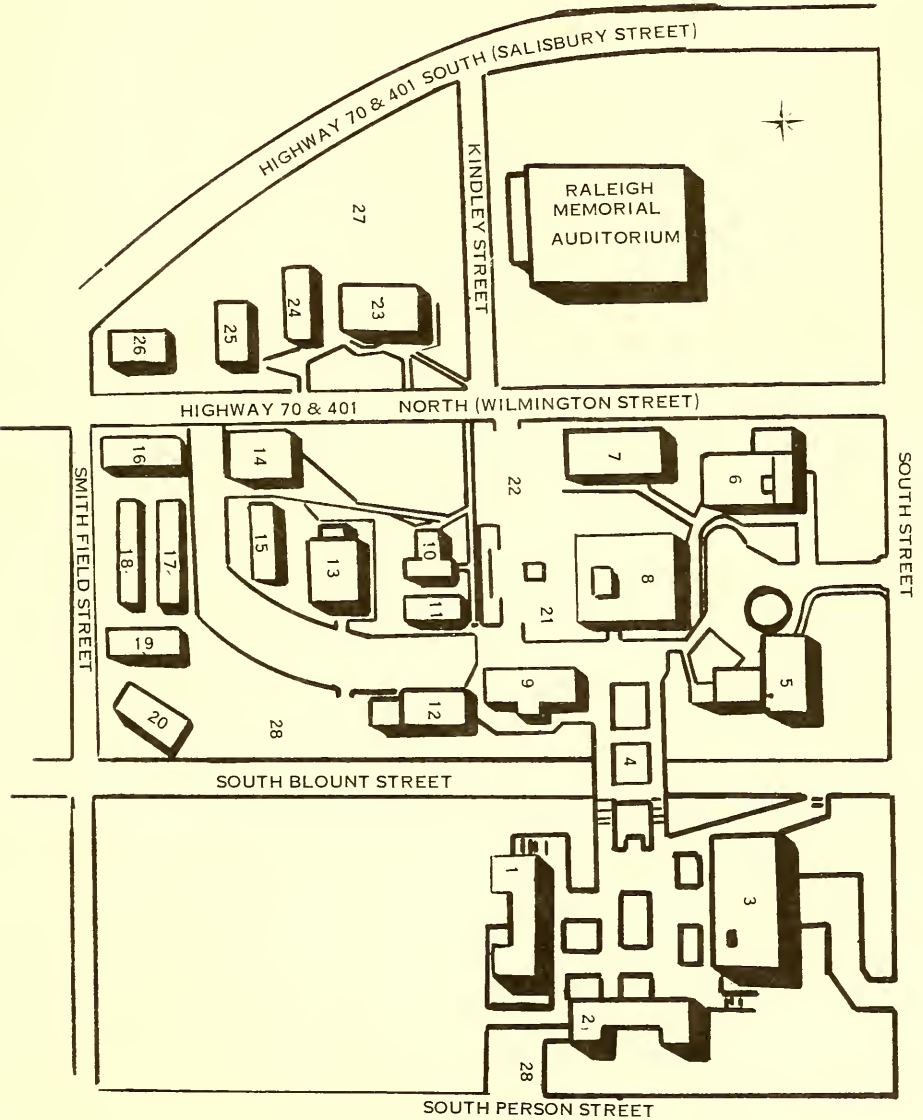
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SHAW UNIVERSITY CAMPUS

LEGEND

1. New Men's Residence
2. New Women's Residence
3. Student Union
4. Blount Street Bridge and Mall
5. Estey Hall
6. Meserve Hall
7. Roberts Science Hall
8. Learning Resources Center (Library), and WSHA-FM
9. Administration Building
10. University Church
11. Secretarial Services Center
12. Greenleaf Hall
13. Spaulding Gymnasium
14. Tupper Hall
15. Physical Plant (Boiler)
16. Physical Plant (Offices)
17. North Hall (Drama Department)
18. South Hall
19. Administrative and Urban Sciences Building
20. Speech and Hearing Clinic
21. Tupper Memorial Garden
22. Parking Lots
23. Tyler Hall
24. Leonard Hall
25. Teacher Education Building
26. Duplex Building
27. Parking Lots
28. Parking Lots



SOUTH PERSON STREET

